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# School Activities

## Meeting the Challenge of the Times

*Lillian Kennedy Wyman*

## The Place of Athletics in High School

*John P. Lozo*

## Socialization Program in the Chicago Schools

(Concluded)

*William H. Johnson*

## The National Honor Society Recognizes Genius

*J. A. Allard*

## A Point System in Operation

*Lloyd E. Flaitz*

## Financing Activities the Modern Way

*Harvey J. Becker*

## A High School Nite Club That Works

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## A Fashion Clinic

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## Buried Treasure

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## News, Notes and Comments

### How We Do It

### School Clubs

### Stunts and Program Material

### Parties for the Season

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# School Activities

The National Extra-Curricular Magazine

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## As the Editor Sees It

President Robert M. Hutchins, in addressing the annual meeting of the Board of Trustees and the faculty of the University of Chicago recently, held, among other things, that "What the public, alumni, others, and other institutions will think are irrelevant, if not positively subversive . . . (The question) is whether we have the courage to face down the clamors of the moment and to decide every question in terms of what is best for the university, for education, and for the country." This will be satisfactory, only, of course, IF the WE know the right answers.

Since 1929 the Boyden High School of Salisbury, North Carolina, has had a Parent-Teacher-Student-Association, instead of the usual P.T.A. From all reports this organization has been functioning in a very definitely contributive manner.

Punitive lectures, printed exhortations, assembly programs, and other devices were ineffective in preventing traffic violations by student bicyclists at Northampton, Pennsylvania, so the police and the school authorities developed another plan. A policeman now issues a ticket to an offender who must "clear it" through his principal's office. After the offense is talked over, the student signs the ticket which is then filed. Second offenders must appear before both the superintendent and the principal. Since this plan was adopted, about six months ago, there has been only one second offender. Hence, we should guess that the plan works.

Comes the report of another juvenile prodigy—in high school at nine years of age. If his school stands for scholarship only, or even largely, this boy may prosper; if it stands for all-round education—social, physical, and spiritual, as well as mental—he will have trouble.

If you do not believe that courses in "extra-curricular activities" are being rapidly developed for elementary school teachers and administrators, collect a few teachers

college and school of education catalogues and note the offerings for the coming summer sessions:

Beginning with the graduates of the 1940 class and thereafter, students in the College of Liberal Arts at the University of Kansas will have to demonstrate that they can write clear and effective English before they may enroll for their final year's work. A student may take this examination either in his sophomore or junior year, but not within one semester after completing his freshman rhetoric. Does this requirement evidence little confidence in high school and college composition, in "passing the course," or what?

Radcliff College now has its first regularly appointed woman lecturer, and its first class of men. How times do change!

According to the Cooperative Study of Secondary Schools, an investigation of 588 teachers of all subjects in all types of schools reveals that only one teacher in six has taken any formal course in guidance. Little wonder that guidance is ineffective! It is logical that competent guidance will not be provided until specific training in its materials and techniques becomes a recognized part of the professional preparation of teachers and administrators.

In the thirty-second annual report of the Carnegie Foundation for the Advancement of Teaching, President Walter A. Jessup deplores the recruiting schemes used by the colleges of the country. Athleticships, musicships, handy-manships, and societyships, as well as scholarships, are widely used as bait to make an institution "respectable." Sad to state, "respectability" to many college and university heads, is measured in terms of enrollment, buildings, and publicity.

Well, pleasant and profitable summer! We'll be seeing you next fall, "bigger and better than ever."

# Meeting the Challenge of the Times

LILLIAN KENNEDY WYMAN

Sponsor of the Students Association, William Penn High School, Philadelphia, Pennsylvania

NO ONE OF US, after the startling headlines of the daily papers have stabbed us, can fail to realize that we have a definite challenge to meet. "Is the world going mad?" we ask ourselves. Abroad are wars and rumors of more wars: the revolution in Spain—Communism versus Fascism—and both against Democracy; Nazism, Paganism, Atheism—all fighting our American form of government. At home are unemployment, heavy taxes, strikes, and more strikes. Sit-down strikes have grown into class wars with turbulence, violence, and growing lawlessness. Misunderstandings have become bitter feuds. Lack of honesty and sincerity shows up in high places. What kind of a world is this which we of the older generation have made for the youth of today? What can be done about it? When all the tumult and the shouting dies, what will be left? Will anything remain of our American form of government? From the ashes of the present apparent conflagration of civilization will there rise a newer and more beautiful one? Communism! Fascism! Nazism! Among all the various *isms* how can we save our boys and girls for an improved Democracy? That is the challenge we must meet.

We must increase our unremitting efforts along the line of training. We must give these boys and girls specific training in leadership, stressing the positive side of leadership *now* with plenty of practice for future use in the outside world. And training in leadership cannot be divorced from training in followership. We must teach leaders and followers alike to keep their balance in this topsy-turvy world; to keep their heads above water in this maelstrom of warring factions. The schools have to meet the challenge of youth organizations among various types of radical groups.

Both the white and colored races are being proselytized. The organizers, skilled in mass psychology, are clever in constantly turning out original ideas, putting up political and communistic fronts, and calling the result democracy. Wolves in sheep's clothing!

It is up to us to teach the difference between true democracy and the false democracy under which communism is cloaked. This is where our efforts are most needed. Individual teachers in widely varied subjects often do yeoman service here. Much is being done along these lines in his-

tory and social studies classes. There has been considerable outcry lately that communism and fascism are being taught in our high schools. The public does not stop to differentiate between pupils being taught a tenet and taught *about* a tenet!

Definitions, explanations, are not propaganda! Even a high school student must be intelligently informed on these matters. But with all the splendid work that is being done in the inculcation of sound democratic principles by teachers along all lines, especially by the teachers of civics and social studies—still, the greatest opportunity lies in Student Government. That a well organized and well managed Student Government Association in a Senior High School is the largest contributing factor in training for citizenship and for leadership in that citizenship I have endeavored to prove in my recent hand book, *Character and Citizenship Through Student Government*. The earlier phases in inculcating student government ideas, and the formulating of practical plans for their working out have been treated there in detail. This careful, meticulous foundation work is absolutely necessary for the superstructure, which may differ as does any architectural superstructure in diverse communities and under diverse conditions. It should be built to fit the need, but the fundamental principles are the same everywhere.

*Character and citizenship* must be developed to the highest degree possible in every individual student. These qualities are needed as never before, with the world torn as it is with all the conflicting *isms*, presented to youth in such attractive garb that, willing to try anything once, as they themselves gaily assert, they are often led astray and find themselves involved with groups of radicals shouting more and more vociferously as the audience grows, "Down with democracy!" Said Chief Justice Hughes recently to a large group of alumni gathered at Amherst for the annual commencement dinner, "We cannot hope to escape activities of organized minorities, which may triumph from time to time. Sometimes they have more fervor than wisdom."

He asserted that democracy carried the banner of freedom, and that there was no conflict between progress and liberty.

A thorough knowledge of democracy, he said, is one of the most important things educators can inculcate into youth. In that possession of thor-

Toughness, he added, there is the essential resistance to "propaganda" and "specious appeals of demagogues."

In our development of student government through the years, such outside influences and tendencies are increasingly evident. Strange "literature" is circulated among the students. Messages come from the outside on multicolored fliers exhorting all those interested in "liberty" to attend mass meetings, to join the ranks, to parade, to help gain converts. Walkouts are staged under the name of peace demonstrations. You are all familiar with these things that trouble us, these various outcroppings of good principles run amuck.

*What to do about it?* First: Renew and redouble our efforts in emphasis on *character training*. In the end, character is everything. Let us get back to fundamental principals in teaching honesty, truth, courage, loyalty, faith in God, and faith in our fellowmen. The world never needed these things more than it does today. When we are weary and overwrought we are so apt to think "What's the use?"

*Second:* Teach the boys and girls *citizenship*, which after all is an outgrowth of character and is dependent upon it for its best results. From these means will emerge leaders, potential leaders, and then we have our work for individuals clearly cut out for us. Student Government encourages and trains for leadership. These young people, properly guided, must be allowed to work problems out for themselves, and they often do so. A student tribunal can sometimes manage discipline cases better and with more lasting results than can the school authorities.

Only recently there was a case in point in a large boys' school of this city. Some over-enthusiastic football rooters had clashed a bit with the city police, who were about to arrest the students for rowdyism and vandalism. The matter was reported to the principal, who assured the authorities the school would take care of it. He turned it over to the student tribunal and it was settled promptly, apparently to the satisfaction of everyone concerned.

Why is it that more principals do not turn over such matters to their student courts? In one of the suburbs of our city, a whole high school went out on strike because of a displeasing change in a school bus schedule. If the problem had been turned over to a combined student council meeting, doubtless they would have thrashed the matter out, presented their viewpoint and requests properly drawn up to the principal, and secured his approval and his cooperation in meeting the

bus company, probably thereby effecting a settlement of the difficulty.

In a New Jersey town recently, there was a general high school strike about the retention of a teacher. Unguided, untrained, without the balance wheel of student government, these boys and girls know nothing but the popular weapon of the day—strikes. If student councils are not used on these vital problems, as well as on matters of school routine, they will soon be futile, puerile attempts at playing at government. Anything that does not function is bound to deteriorate. Youth wants to get its teeth into hard nuts, the kind that they themselves have cracked.

What is Student Government, functioning through the court or other student councils, going to do about these things? Would they not, if encouraged, bring each community problem up as it comes along and thrash it out before it became unmanageable? Forms of such prevalent lawlessness are duplicated in every city, town, and hamlet. This restlessness of the times could be turned into constructive channels and outbreaks of open defiance stopped before it is too late. Training in such leadership would be real and significant, the type that is more needed than ever to quell mob spirit.

These trends of trying to gain concessions by violence must be met and conquered if we are to preserve democracy. In school government students must learn balance and poise, the necessity for calm and impartial reasoning, for rising above mob spirit and considering the greatest good to the greatest number.

Most of us, I judge, are academically in favor of student government, are sponsoring its beginnings, or perhaps its advanced normal development in our high schools. We would be decidedly behind the times if we were not. But are we looking for "New Ideas in Student Government," as the topic of this session suggests? Are we "Developing Leadership Through Student Participations," as our panel shall determine, in more and more of the dynamic problems which hurl themselves into our midst? Or are we fearful of these new ideas, afraid to step a bit beyond the old and tried paths to which we have safely kept our pupils through the years of initial student participation? Are we not rather increasingly taking government out of students' hands? Do we not observe a tendency to settle things ourselves, matters that really should come under student government, because that is the easier and quicker way? The controversy over the Supreme Court cannot have failed to impress on the more thoughtful students the importance of the *student court* as a court of justice,

(Continued on page 442)

# The Place of Athletics in the High School

JOHN P. LOZO

*University of Pennsylvania, Philadelphia, Pennsylvania*

IF SECONDARY school authorities should attempt to formulate a philosophy for the governance of all school activities on the basis of the principles that now seem to govern athletics, the result would be rather grotesque. Most of the principles of democracy would have to be abandoned immediately; for where could justification be found for the program to begin with; the type of sportsmanship engendered; the over-emphasis on winning; the domination of the school by what should be a small part of it; the worship of physical prowess to the exclusion of other ideals; the over-training a few get; the lack of provision for all to participate who need and would like the training sports are supposed to give; the eligibility requirements that show how schools trust one another; the spending of huge sums for stadia and equipment; and all of the other concomitants of the tail that wags the dog? Athletics today form a big business that few American philosophies of education can justify without considerable distortion. Quite naturally, those concerned with them will try to show their values and minimize their faults. If other phases of the program of the school had to resort to the reasoning or lack of it that athletics do, then education could not possibly be the bulwark of democracy.

Athletics do have a place in the well-regulated school, the same as any other extra-class activity. If they contain all the good things their proponents claim for them, then why should not these advantages be made available for all? What stretch can be given to the imagination that excludes hundreds of boys from the benefits of football upon the specious reasoning that football develops the physical, mental and moral phases of being and so in practice these advantages are reserved for a few? There are good things emanating from competition. It is a means of physical development; when sanely administered it promotes health; it should meet the goal of cooperative endeavor; it ought to develop manhood and sportsmanship; it should contribute to a desirable school spirit, not a "rip 'em up, tear 'em up" variety; it should be a means of expression of interests; it ought to be a hobby and not a gruelling grind; and it does possess infinite possibilities for the development of character. If all these things are true and in accord with the objectives of education, then why not conduct them in that spirit and give every one an

opportunity to grow under their beneficence? How paradoxical it is to witness the opening of a school assembly with Scripture, hymn, and prayer and to end it with barbaric cries for the scalp of the next athletic opponent! But it must be right, for most Americans seem to like it! Witness the millions of attendants upon the modernized gladiatorial contests, most of whose warriors have been trained in our public schools. The old Roman was at least consistent; he did not bother with eligibility lists and amateur athletic camouflage.

Seeing that most schools have their athletics and it is neither wise nor possible to get rid of them in their present form all at once, the next best thing is to organize and administer them so that their inherent values may be made generally available and their obvious inconsistencies may be minimized. To this end general control should lodge in a responsible educational group free from the influence of selfish community cliques, coaches, school board members, and others eager to bask in the reflected glory of winning teams, or of any other individual or group having an axe to grind. The board of control might well consist of a representative of the board of school directors, the superintendent, the principal, the supervisor of health and physical education for the district, the faculty manager, the coaches, student council representatives and faculty representatives.

Representation should be small, or the board will become unwieldy, with danger of individual or clique control. The representation should be wide, because sports in some way affect every activity of the school. Frequently school boards or some of their members suffer the delusion that athletics are the most important thing in the school and so give them more than their share of support and attention. If they are really interested in education then why not divide their attention among other activities? The inference seems to be that most of them do not understand or appreciate the real place of education in society, or they would take their implied responsibilities more to heart and lend the authority of their positions to other school projects as well. One or two board members should be enough in the control group. Many boards of control contain alumni representatives. Theoretically, where the alumni represent the community and know their place better than

college alumni do, this might be a good thing; but on the other hand, the school board represents the community through election or appointment, so alumni representation is usually neither necessary nor desirable.

The actions of the board of control ought to be governed by a constitution and by-laws or some set of regulations. Modifications should always be made in deference to community needs. Provision should be made for regular meetings and this provision in particular should be obeyed; for it is a simple matter for a person to assume control and direction when he is not accountable regularly for his actions.

Theoretically, all expenses of athletic teams should be provided by the district; but in practice this is seldom the case. No great expenditures for athletics can really be justified in the light of a wholesome philosophy of education. The relatively greatest amount should be spent for equipment for the protection of the players. Cheap equipment is a poor investment from the point of view of both economy and protection. Cleanliness is another essential. A physical or health adviser should be available at all times.

Secondary school sports form a relatively big business. The amounts raised and spent annually for athletics usually exceed the total used in all other extra-class activities combined. Athletic finances should be budgeted and accounted for in a business-like manner. A bonded school employee is the best person to whom money should be entrusted. The board of control should regulate all spending. The practice of letting a win-hungry coach buy as he sees fit and charge it to the association is as bad as a business telling its representatives to make an unlimited use of their expense privileges.

Coaches ought to be regular school employees with salaries coming within the schedule operative in the district. Percentages, cuts in the profits, and elaborate gifts are no more appropriate for the coaches than for successful teachers. A coach ought to be teaching part of his time and not dependent for retention upon the ability of his teams to perform. If he is unsuccessful as a coach and possesses teaching ability, then he should not lose his position as a result of the fickleness of sport.

If all experiences educate, then pupils should not be educated incorrectly in the handling of money. Gate receipts, pupil sale of tickets, pupil purchase of equipment and supplies, and pupil hand-

ling of accounts, if it is necessary to have pupils handle such things, should be carefully supervised.

Many schools have an idea that if there is a surplus by the end of the year in the athletic fund, that the money should be spent for extra equipment or improved facilities, thus giving, year by year, increasing control over the activities of the school to the athletic group. Most of the surplus ought to be distributed annually among other legitimate school activities, including an intra-mural sports program so that there can be a better balance among the activities of the school. Naturally, the athletic fund should have a sufficient balance for contingencies and for possible poor sports seasons in the future, but generally this need not be large. When there is a single ticket issued for all school functions, and no more recognition is necessarily given to one activity than to another because one contributes more, then the problem of distribution is simplified.

The Sports schedule should be arranged by the board of control and not by the coaches or groups unfamiliar with the objectives of the school. In far too many cases the sports editor of the local paper, the "pool room sharks," the alumni or some vested interest may try to use influence in the shaping of the

schedule. The school board should back its board of control by refusing to listen to groups that care little for the true welfare of the school.

Opponents should be schools of comparable size, with the same ideals of sportsmanship, and in the same league if such exists. Although desirable school procedures are positive and not negative in the light of situations as they exist, the following "don'ts" ought to be enforced:

1. Do not have post-season games.
2. Do not tolerate long trips.
3. Do not compete for championships outside one's league.
4. Do not let athletics interfere with the regular work of the school.
5. Do not schedule games during the week if possible to avoid them.
6. Do not have lengthy or crowded seasons.
7. Do not do anything that will tend to break down the health of the contestants or disrupt the morale of the school.

If the objectives of schools include courtesy, consideration for others, self-respect, good manners, and similar ideals, then athletic contests

ought to be considered opportunities for putting into practice conduct that will shape character to desired ends. Visitors should be greeted like men and not like mobs of invading Tartars. The service groups and the student council of the school ought to provide for the welcoming of visitors. If the pupils' parents treated the neighbors who came in to play a bit of bridge in the evening like most schools greet their athletic opponents, then one could expect in the drawing room the scenes of mob violence that characterize the period of visitation of the representatives of the neighboring school.

If the ideals that are preached to students in the class rooms are not meaningful in life, then the schools need to revise their methods of pointing the way to more desirable things. Perhaps the number of policemen at a game is an index to the culture of the group. The numerous newspaper accounts of officials being escorted from a scene of carnage by officers of the law might indicate how thin is the veneer of education. If a school is genuinely interested in having its contests conducted along the lines of sportsmanship, friendliness, and decency, it can secure these results through concerted drives to those ends in assembly, student council, homeroom, clubs, publications, and the classroom. Adolescents respond readily to leadership and will almost invariably do the right thing if the sentiment of their fellows is behind them.

The following are a few suggestions that might lend dignity, color, and sportsmanship to an athletic contest:

1. Have several men of the faculty on hand at each athletic contest to assist where needed.
2. Have the athletic committee of the school present with helpers to cooperate with the faculty.
3. Keep spectators off the players' bench.
4. Keep spectators off the playing field or floor during intermission.
5. Insist upon good officials; if they prove inefficient, abide by their decisions but do not reemploy them.
6. Keep the coach cool; don't let him rave up and down the sidelines like a caged zoological specimen; if he must make faces and noises, suggest that he join a professional wrestling team.
7. If secondary schools must ape the colleges, have them imitate the good ones.

One of the paradoxical situations that obtains in modern education centers around eligibility of athletes. Schools are supposed to be society's agents for the inculcation of desirable habits and attitudes. If such is true, then a few simple specifications concerning general standards of eligibility ought to suffice. But no; it seems there

must be lengthy rules that never seem to account for all of the loop-holes that intriguing institutions seem to find, and complicated methods of procedure that would tax a Philadelphia lawyer's ingenuity to unravel, to guarantee that the ideals of sportsmanship and manhood will be upheld. If one questions the above statements, let him look over the rules, regulations, and eligibility standards of the Pennsylvania Interscholastic Athletic Association and follow up the investigations and squabbles that seem to be the product of each sport season.

If a school is a character-building agency, it ought to be grossly ashamed of attempting to evade the ethical standards involved in the subject of eligibility. If the school cheats on eligibility, it has no business punishing its pupils for cheating in examinations. Inasmuch as the school is held responsible for its own standards of scholastic eligibility, the authorities ought never to intimidate teachers into raising marks so that some scholastic incompetent can represent their school in athletic competition. The school that takes advantage of technicalities to win its point is no better than the shyster lawyer who defends wrong doings through similar proceedings. The least that should happen to an offending institution is ostracism.

The sports program in the secondary schools in the United States is on the unsound basis. As mentioned previously, there can be no justification for the concentration of time, energy, and large sums of money on a few, when democracy demands that all share alike in the privileges of the school. What good accrues to a school from athletics as now commonly practiced? The school does not need the advertising the contests develop; the athletes do not need the training they get any more than do all the other members of the school; the money usually raised through gate receipts is spent on sport, equipment and facilities, so there is little gain to the school as a whole; and the school spirit that the contests foster is usually an undesirable athletic spirit that interferes with the normal working of the school. It has been proved over and over again through recreational programs such as that headed by Thomas W. Lantz in Reading, Pennsylvania, that if facilities are provided so that all may participate in a sport on a common basis, universal participation will result. Organized baseball, according to William T. Reedy, sports editor of the Reading Eagle, left Reading because the people in general preferred to play softball rather than witness professional contests. Whenever intra-mural programs have been introduced and given anywhere near the chance to

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# Socialization Program in the Chicago Schools

WILLIAM H. JOHNSON

*Superintendent of Schools, Chicago, Illinois*

(Continued from last month)

## SOCIALIZATION IN THE HIGH SCHOOLS

The socialization program in the high schools closely resembles that in the elementary, except that it functions on a higher level of maturity. Every high school has organized a civic club and such special interest and social clubs as meet their particular needs and interests. At present some of the high schools are establishing civic clubs whose scope extends beyond the immediate school itself into other high schools locally and nationally.

*Civic Clubs.* One example of this is the so-called American Youth League, which has set up the following objectives:

1. To acquaint our young people with the wonderful heritage of citizens of the United States. Corollary to this is an understanding of the duties and responsibilities which every citizen must assume and discharge to the best of his ability.
2. To encourage our youth to know their own country—its historical monuments, its broad fertile plains, its majestic mountains, and its great cities.
3. Civic righteousness. Public officials must be made to understand that public office is a public trust.
4. To lead young people to a proper appreciation of what other people of the world have done by way of contributing toward human progress, culture, and civilization. It is hoped that knowledge of such contributions will lead to a much finer type of understanding of other peoples, which should result in a more effective cooperation in the field of international relationships to the end that truth, justice, brotherhood, and peace shall everywhere prevail among all nations.

With these objectives in mind, particularly the fourth, the principal of the school is making an effort to draw into all the various departmental activities of the school a study of other countries. To aid in this study the following suggested outline is used:

1. Brief historical overview of country studied, including—
  - a. Most outstanding events
  - b. Better known heroes and leaders
2. Unique manners and customs
  - a. Holidays and celebrations
3. Contributions in various fields
  - a. Science and invention

b. Government

c. Social betterment—cooperatives, old age pensions, unemployment insurance, and so forth

4. Education

5. Living conditions

6. Religion and philosophy

7. Fine arts—

a. Music (including folk songs,) painting, sculpture, architecture, literature (folk lore,) legends, and so forth.

After each country is studied as outlined above, a general assembly program is prepared and presented to the school. For example, in the study of France, the French Department takes an important part in presenting the contributions which that nation has made toward human progress. The Art, Music, Physical Education, English (Public Speaking,) Science, and other departments of the high school all make their appropriate contributions to this program.

*The Student Court.* Another type of high school student organization which is becoming a vital force in the high school socialization program is the student court. As organized in one of the high schools, it consists of the association president and five upper classmen appointed by him, with the approval of his executive committee, which is composed of the duly elected officers of the association plus the editors of the student publications and the treasurer of the association, who is a member of the faculty appointed by the principal. The president appoints inspectors who are concerned with various problems about the school. Among these inspectors are the Chief Usher, Hall Guard Chief, Junior Fire Marshall, etc. Each organization functions through the court, and summonses are issued to those students who violate the rules and regulations of the school.

The Court is entirely a judiciary body and has no power to punish violators. Its policy is to explain the reasons for certain regulations and ask for cooperation. In the event that a student refuses to cooperate, or appears in court for a second offense, the case is referred to the administrative authorities of the school for disciplinary action.

The Court functions without faculty supervision in that no faculty member is present at its meet-

ings, nor is the court asked to disclose the names of offenders unless it chooses to do so. As a consequence, this organization is looked upon by a vast majority of the students as one for their benefit. A student who would hesitate to report an offender to the office for fear of being considered a "snitcher" does not hesitate to issue a summons and to appear against such offender in court. Smoking in the vicinity of the school, illegal parking, violations about the school and auditorium, and corridor disorders are matters which are handled almost entirely by the court. In this manner the school administration is relieved of the burden of handling many petty offenses, which if not corrected, might eventually become serious. Further, the fact that the offender is disciplined by his fellows, rather than by his teachers, prevents his becoming a "martyr" in the eyes of his companions.

*The "Social Laboratory."* Another high school has worked out a program known as the "Social Laboratory." Its opportunities to coordinate and focus all the facilities of the school upon the development of personality and the significant business of living makes it a factor of importance. The following outline suggests the operations of the Social Room in this high school and its specific contribution to socialization among almost 3,000 girls in a co-educational school:

#### SOCIALIZATION THROUGH THE SOCIAL LIBRARY

##### I. Socialization Through Administrative Experience: the work of the Senior Girls' Council:

- A. Responsibility for the upkeep of the Social Room and of the Girls' Rest Room.
- B. Instruction of younger girls in the use of the Social Room Equipment.
- C. Directing and assisting other groups in planning and carrying on special functions.
- D. Supporting the activities of the girls and securing appropriate publicity for them.
- E. Administration of the Inter-Cabinet Conference bringing together representatives from all the girls' organizations for the discussion of problems of general interest to the girls of the school.
- F. Administration of special girls' assemblies involving joint cabinets composed of representatives from all the girls' organizations in the school and the cooperation of all the girls:
  1. Induction Assembly for newcomers
  2. The All-Girls' Thanksgiving Assembly
  3. The All-Girls' April Fool Assembly
  4. Assembly for Mothers' Day

##### II. Socialization Through Extra-Curricular Activities:

###### A. Social Clubs:

1. Senior Girls' Club: An organization

of 150 senior girls, for the enjoyment of social experiences

2. Junior Girls' Club: An organization similar to the Senior Girls' Club
3. Sophomore Girls' Club: An organization to introduce younger girls into social experiences and to stimulate companionship
4. The Girl Reserves: An organization of 200 girls for character development

##### B. Sports Clubs: Meeting in the Social Room under the direction of the Girls' Physical Education Department—

1. Cabinet of Girls' Athletic Association, G. A. A.
2. Girls' Letter Club

##### C. Departmental groups for girls:

1. The cabinet of the Girls' Glee Club
2. The Girls' Piano Club
3. The Costume Design Club

##### III. Socialization Through Group Meetings: Informal Discussion groups dealing with behavior problems and character development:

###### A. Freshman girls' theme for the semester—the School's four Capital "Cs":

1. Cleanliness within and without
2. Courtesy
3. Cooperation
4. Courage

###### B. Sophomore Girls' theme for the semester—Good Form in Daily Living:

1. Good form in the home
2. Good form in the school—
  - (a) In the corridor and lunchroom
  - (b) In the assembly hall
  - (c) In the classroom
  - (d) In the Social Room

###### C. Junior and Senior Girls' theme for the semester—The Place of Habit in Daily Living:

1. The significance of habit, physical, mental and spiritual
2. The making of new habits and the breaking of old habits
3. Rich dividends on safe and convenient habits

##### IV. Socialization Through the Instruction of Office Attendants:

###### A. Demonstration of gracious approach and appropriate address to strangers and guests

###### B. Demonstration of courteous speech over the telephone and businesslike handling of messages

###### C. Instruction in simple office routine

###### D. Preparation of attendants as effective escorts for guests on tours of the building

This particular program is so successful that it is receiving nation-wide attention in the field of education.

*Commencement.* The conventional commencement exercises were of a stereotyped nature, consisting of little that would indicate to the parents and friends attending, the philosophies and ideals of modern youth and his achievements and accomplishments. Having had no active part in plan-

ning or participating in the program, the graduates had little interest in it. Many are the graduates who sat impatiently through such a program. One of the numbers on the typical program was usually paid an honorarium, who addressed the class on a long-drawn-out topic in which not only the class members but the audience as well had very little or no interest. The program was entirely teacher-dominated. As a consequence, the graduates were interested in it only long enough to get their diplomas and receive the plaudits of their friends and relatives.

Realizing the shortcomings of such a program in the light of the socializing possibilities as a result of student participation in the commencement exercises, some progressive Chicago high school principals decided to place a major share of the responsibility in the development of the program upon the graduates. In one school, for example, a committee of the senior class, with one of the senior class division teachers as its sponsor, was the focal point in the development of the commencement program. In its first contact with the principal, the committee was told to take counsel with its sponsor and present a suggested program. This it did. It should be pointed out here that the relationship of the sponsor with this committee was of a restrained nature. In the deliberations, the sponsor acted only as an authority of fact; that is, he presented to the committee various possible types of programs with the fundamental purposes underlying each, correlated their work with the other departments of the school, and clarified their views. He had a veto power available in the event of gross necessity, but this was never used.

As a result of this procedure, the class committee presented to the principal a statement that they believed their commencement program:

1. Should be educative to the students and to the community
2. Should be simple, sincere, and dignified
3. Should present something of the ideals of youth
4. Should have a unified theme, and that this theme should be "School Life."
  - a. Athletics
  - b. Scholarship
  - c. Development of Democracy
  - d. Extra-curricular Activities
- That the class president (who was an athlete) should cover the place and value of athletics; the valedictorian should discuss scholarship; the president of the all-school student organization should discuss the development of democracy; and the student secretary of Recognition for School Service should discuss extra-curricular activities
5. Should contain a place for the presentation of service awards, scholastic honor pins, and other awards
6. Should have musical numbers selected on the

recommendation of and with the cooperation of the faculty of the Music Department.

The speakers prepared their own subject matter after having studied their topics. They developed their speeches under the supervision of various faculty members whose function was mainly that of supervising the technical construction of the speech. Since the speakers had had close contact with their topics, they were interested, and the final result was a lack of abstraction or insincerity in any of the talks.

"The actual presentation of the program," reports the principal, "accomplished its purposes. The speakers were poised and correct, as well as vital. The result was a clear interpretation of the purpose of the program. Too much credit cannot be given the class itself for its exercise of dignity and its desire to cooperate."

"In the final summation, it may be said that the program was simple and dignified, and told a clear message as well as accomplishing all the understood purposes of commencements. Credit was largely due to extensive pupil participation in the planning and execution."

*Classroom Subjects.* The high school principals of Chicago recognize clearly the socialization possibilities in the classroom subjects, and they are taking advantage of every opportunity which presents itself. For example, in one of the high schools on the West Side, a special project was initiated in connection with experimental work authorized by the North Central Association. In the classes in physical education the ninth grade pupils devoted one class period per week to the elements of social etiquette, which includes forms of courteous usage between boys and girls, neat appearance and good posture, an adequate sense of rhythm, and good form in social dancing.

The physical education classes including this new type of instruction meet once each week in groups of approximately fifty boys and fifty girls. The athletics coach first gives oral instruction to the boys regarding neatness of dress, posture, and manly attitudes toward girls and women. A woman instructor discusses corresponding attitudes with the girls. Instruction is given in the elements of rhythm with the assistance of music provided by a section of the high school orchestra. Pupils, paired into couples for marching to music, soon shake off the feeling of self-consciousness. The instructors next have simple dance steps executed individually by all pupils and complete the class work with several modern dances in which the pupils are coached in dance steps, the proper address of their partners, and the exercise of good taste in holding and leading partners, and in es-

corting partners and excusing themselves at the close of each dance.

Incidentally, since a majority of the pupils in this particular school come from financially underprivileged homes, this program affords them an opportunity to enjoy the socializing activities of high school life, and to foster the utilization of wholesome recreation in the school community. The fact that the athletic coaches participate with the women instructors in physical education in teaching social courtesies and dancing eliminates the idea on the part of the boys that dressing neatly, mingling in wholesome fashion with girls, and dancing in good form are in any sense the attributes of a "sissy." Instead of having some boys standing in a corner at the school social hour and refusing "dares" from associates to dance, all freshmen boys are now observed to be eager to join in the activities. Courtesy is observed in requesting partners; both boys and girls give more attention to good form and posture in dancing; and a definite carry-over of good manners in the school cafeteria and other school gatherings has been reported.

While this particular project may seem a bit unusual it is, nevertheless, an attempt on the part of the school to meet the demands of a local situation. It does promote the proper socialization of the pupils. It is but one small example of the tie-up between regular school work and socializing activities. It is needless to say that activities of this nature improve the spirit and the disciplinary situation of the school.

Eventually, it is hoped that the young person will automatically think of the things he studies in terms of their social applications, of their meanings in his life.

*R. O. T. C.* While the *R. O. T. C.* is conducted largely to provide military training for interested high school boys, nevertheless the administrative officers of this organization are not overlooking the socializing possibilities for the approximately 7,500 cadets in twenty-seven high schools. A carefully regulated system of promotion places the cadet officers and non-commissioned officers in positions of responsibility where they must act with judgment. Leadership is developed through the actual instruction of many of the junior cadets by the cadet officers under the supervision of the military instructors.

The *R. O. T. C.* also stresses discipline, and the observance of desirable customs, and courtesies. Endeavor is made to obtain from the cadets that willing and careful response to orders and directions which constitute true discipline. They learn respect for law and order; the necessity of cooperation when working with others. All this tends

to promote better citizenship. Great attention is paid to the neatness of the cadets, especially while they are in uniform, in order to promote pride in personal appearance. While the military subjects are not neglected, the endeavor is to present a balanced program which will turn out graduates who are well-groomed in military fundamentals and at the same time trained in fields which will be of value to them in any walk of life.

*Publications.* The student publications in the high schools constitute another excellent socializing agency. All Chicago high schools publish one or more publications—weekly or daily newspaper, magazine, annual, or handbook of information. That the publications unify the school is an accepted fact. The handbook and newspaper render unselfish service in the interests of the pupils and the school. Pupils, especially those directly associated with the publications, develop a code of ethics, and a sense of fair play and good sportsmanship. So well founded are the publications in their socializing qualities that there is hardly a high school in the nation that does not boast of at least one publication.

#### SOCIALIZATION IN THE COLLEGES

The socialization program in the junior colleges and the Chicago Normal College permits all students to meet life situations in their own way. The program is so wide in scope that every possible interest of the students has an outlet. Under supervision the college students have every opportunity to develop by participation in extra-class activities. Students themselves manage and direct the activities. To this end student councils are organized to carry out the program and to govern all student activities outside of the classroom. As in the other schools, these students who will soon become active in the political life of a self-governing community are learning by participation in a self-governing school community the practical problems of citizenship.

The activities program, under the direction of the student council, has several phases. First, there are the special clubs in which the students pursue those of their interests which grow out of their classroom work. Such clubs as the Art and Architecture Clubs, the Science Club, French Club, and some twenty others of a similar nature fit into this group.

Second, there are the recreational societies, the primary purpose of which is to develop in the students such interests as will make for a worthwhile use of leisure time. In each college there is a men's club and a women's club whose primary objectives are social. A group of athletic organizations also contribute to the recreational side of the activities program through an intra-mural program

for all students. Dramatic groups given an opportunity for students to participate in one phase of the Little Theater Movement and at the same time gain an appreciation for the better types of amusement.

Third, the activities program provides for the student publications, newspaper, the magazine, the annual, and the handbook of information.

In the whole program one thought dominates: the program is for the *student* activity.

#### SOCIALIZATION IN THE SPECIAL SCHOOLS

*Trade and Vocational Schools.* In the trade school, as in the other schools, a definite socialization program is in effect. The assembly programs, which provide for weekly, bi-weekly, or monthly assemblies attended by the students in the respective trade groups, center about the trade and industrial aspects of the respective vocational subjects. To give the students an insight into the backgrounds of the trades and the opportunities which they afford for profitable employment, speakers are secured from the various trades, industries, and phases of commerce to present such topics. Students themselves likewise frequently present some particular phase of their trades.

To aid students further in securing a complete picture of the vocational world, a scheduled program of field trips has been prepared. The program provides for a minimum of two field trips each semester for each student in a particular trade or occupation. Besides giving pupils who have never seen the inside of an industrial plant a general picture of the economic and social background, these trips contribute specifically to the instruction in "Trade Information" for the respective trades. For example, metallurgy is considered important for the machinist, and a field trip to the steel mills will give impressions of the importance of these subjects most effectively.

Besides these assemblies the trade and vocational schools boast of student governments, clubs, and newspapers, all of which are vital factors in the socialization program.

*Handicapped Schools.* The plight of the handicapped children in these schools provokes, naturally, much sympathy on the part of the citizenship, but these children do not want sympathy. All they ask is an opportunity to become independent, useful citizens to their community. Given this opportunity, they become happy children virtually unaware of their physical deficiencies.

Respect for his personality, building up self-confidence, and helping him in his social adjustment have always been fundamental considerations in dealing with the crippled child. Frequently, a handicap gives a feeling of social incompetence. An effort to overcome this is made through the

socialization program, which emulates that of regular schools in the Chicago public school system.

In all these schools the handicapped pupils act as marshals and guards and take part in the scheme of pupil government.

No feature in the education of the handicapped is more important in developing personality than the assembly programs. Every child, no matter what his handicap, can and does take part. Participation in these creative activities uncovers inherent capacities. Performance for others brings out timid and submerged individualities. To lives restricted in experience, the dramatic has a special appeal. Boys' and girls' choruses, orchestras both primary and advanced, harmonica bands, dramatic clubs, boy scouts and girl scouts, stamp clubs, typing clubs, hobby clubs, junior journalists, even shop classes, all employ the incentive of putting on a stage performance or demonstration. Assembly singing is a lift to the hearts of teachers as well as pupils.

*Truant and Parental Schools.* The socialization program extends into these schools. Very often one finds that difficulties are prevented by permitting an expression of ego. These schools try to discover, encourage, and develop the interests and the aptitudes of problem pupils.

There are various clubs, student councils, and newspapers through which they may express themselves.

Through the various school subjects the teachers constantly strive to instill in the pupils proper attitudes and ideals. In the social science classes in one of the special schools, the teachers utilized hero-worship as an aid to citizenship training by endeavoring to stimulate the boys to greater consciousness of their social responsibility and a greater willingness to assume the duties of good citizenship through a detailed and accurate knowledge of the men whom they admired in some vague way.

The introductory methods used varied according to the mental level of the group. In the primary group class discussion was based on the questions—

Do you know a hero?

Who is he?

What makes him a hero?

Can anyone be a hero?

This brought forth a list of the men the pupils believed to be heroes. It also involved the necessity of defining "hero." The class was led to recognize acts of heroism in a day's living, and to discriminate between the good and the bad hero. A list of simple commendable character traits found in a hero and a list of heroes was compiled.

(Continued on page 443)

# What of High School Alumni Associations?

WARNER M. WILLEY

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SEVERAL QUESTIONS arise concerning High School Alumni Associations, and one finds a dearth of educational literature upon this topic. What are the activities of high school alumni associations? What contributions do these organizations make to the school and to the community? Do high school principals consider alumni associations an asset or a liability?

An effort has been made in the area covered by the Southern Association of Colleges and Secondary Schools to determine how extensively alumni associations have been organized. A questionnaire was sent to all high school principals in schools located in eleven Southern states and enrolling more than 500 students, and replies were received from 129. Forty-eight, or 37.2 per cent of the 129 schools replying reported alumni associations. They were distributed as follows:

TABLE ONE  
Number of Associations in Each State According to Replies Received

	NUMBER OF REPLIES	ASSOCIATIONS	NO. ASSOCIATIONS
Alabama	10	5	5
Florida	12	1	11
Georgia	11	3	8
Kentucky	25	18	7
Louisiana	7	3	4
Mississippi	3	0	3
North Carolina	13	1	12
South Carolina	6	1	5
Tennessee	8	3	5
Texas	24	10	14
Virginia	10	3	7
TOTAL	129	48	81
Per Cent		37.2	62.8

The data sheet used in securing the information in this investigation follows:

TABLE II	
<i>Copy of Questionnaire Sent to Principals</i>	
Data Sheet for High School Alumni Associations	
Name of School.....	Location.....
1. Name of high school alumni association.....	
2. Do you charge dues? Yes.... No.... How much per year?.....	
3. Year it was organized.....	
4. Number of members..... Paid up.....	
5. Have you an alumni secretary? Yes.... No.... Name and address.....	
6. List some contributions which the association has made.....	
Check and add others:	
A. Furnished school equipment.....	

- B. Published a paper (please send sample copy)
  - C. Guided boys and girls into college.....
  - D. Guided boys and girls into some vocation.....
  - E. Erected some memorial (describe and estimate cost).....
  - F. Furnished books for library (how many volumes) .....
  - G. Formed nucleus for P. T. A.....
  - H. Kept a poster of graduates from year to year .....
  - I. Made up a list of famous graduates.....
  - J. Held Annual Banquet.....
  - K. Served as an employment bureau.....
  - L. Built community sentiment for the school.....
  - M. Produced a dramatic performance.....
- Please add others not listed above:
- 7. Do you believe that a high school alumni association is worthwhile?..... Why?.....
  - 8. What are the chief handicaps in FORMING a high school alumni association?.....
  - 9. What are the chief handicaps in OPERATING a high school alumni association?.....
  - 10. Do you know of any current educational literature on the high school alumni association?.....
  - 11. If you have a high school alumni association, please send a copy of the constitution and by-laws.
  - 12. Do you know of some functioning high school alumni associations? If so, please list below:

- 1. Name of School.....  
Name of Principal.....  
Address.....
- 2. Name of School.....  
Name of Principal.....  
Address.....

Probably one of the most important outcomes of this study is the *contributions* which, according to the principals, High School Alumni Associations are making. Twenty-eight considered "Building Community Sentiment for the School" to be the most outstanding contribution. Fourteen considered "Furnishing School Equipment," eleven considered "Furnishing Books for the Library," eight listed "Erecting Some Memorial," seven mentioned "Forming Nucleus for the P. T. A." two stressed "Assisting in Financing Athletics," and "Securing Students for the School," while one each, "Building Stadium for the School," "Buying the Ground on which the School is Located," "Helping in School Tax Election," "Sending the Superintendent to the N. E. A."

It seems from a study of the ACTIVITIES of the High School Alumni Associations that the following represent the most important:

- Holding an Annual Banquet (43.)
- Guiding Boys and Girls Into College (14.)

Producing a Dramatic Performance (12.)  
Guiding Boys and Girls Into Vocations (11.)  
Giving an Annual Scholarship (4.)  
Maintaining Student Loan Fund (4.)  
Serving as Employment Bureau (4.)  
Furnishing Carfare, Clothing and Lunches (1.)  
It is obvious that many school officials do not consider High School Alumni Associations worthy of their efforts. There were a total of 24 principals who registered oppositions or objections to the High School Alumni Associations. These are grouped under the following categories:

I. UNDUE INTEREST IN ATHLETICS

1. Usually interested only in athletics.
2. Think only of athletics and spectacular features.
3. Would probably take its cue from college organization and fritter away its energies after athletics championships.

II. LACK OF INTEREST

1. Not enough interest to function.
2. Other interests take up too much time.
3. Too many graduates not interested.
4. Apt to die out from lack of interest.

III. CANNOT COMPETE WITH COLLEGE ORGANIZATIONS

1. Leaders in community would be college alumni.
2. College organizations overshadow it.
3. Those interested go to college and join college organizations.

IV. OTHER REASONS

1. No need for it.
2. Could be a handicap as well as an aid.
3. Such organizations are impracticable and not worthwhile.
4. Too cumbersome.
5. Cannot do anything that cannot be done by the school and may be a real source of trouble.
6. It would be another organization for the superintendent to keep in hand and in its place.

A majority of principals who answered the question consider the High School Alumni Association worthwhile.

A principal is more apt to have a favorable opinion of alumni associations if there is one connected with his school. Those who favor these organizations feel that they foster better school and community relationships and promote better school spirit and morale.

The principals who opposed them charged that they are ineffective because of lack of interest in them, that they stress athletics unduly, that they are unable to compete with college organizations, and that here is little need for them.

This is a virgin field of research and it is surprising that more investigations have not been made. The writer would be pleased to hear from anyone having information along this line.

A prediction is ventured that in the future a great deal of guidance will be done through High School Alumni Associations and their "tribe will increase."

## Home Room Training for Elementary School Pupils

D. R. LIDIKAY

*Superintendent of Schools, Council Grove, Kansas*

Schools today are using the home room to provide children with a time in which they may discuss many important topics that are fundamental to their social adjustment.

The major emphasis in most schools on home room has been placed at the high school level. In Council Grove we believe that this training may be valuable for elementary pupils.

Here the question may be: What training do you suggest for elementary children that is applicable in home room organization? Some of the topics which we have used are:

- Parliamentary Procedure.
- Etiquette.
- How to Use a Library.
- How to Study.
- Safety.
- Woodworking.
- Geography.
- Know Your City.
- Art Appreciation.
- Special Spelling.
- Physical Education.
- First Aid.
- Vocational Guidance.
- Treatment of Injuries.
- Flag Salute and Code.
- Hobbies.
- Freshman Guidance.
- Worthy Home Membership.
- Geographic Placements.
- Sensible Health.

There are two ways in which these special topics may be taught. In a fully integrated program the subjects may be taught from day to day in the regular subject matter. Another method of instruction in these activities is to set aside a definite time and set up units of work.

In our school system we have been working on a fully integrated program but we have not been able to definitely place the units or work to correlate absolutely. Therefore we have set aside a definite time each day which is called an activity auditorium period. This time is from 9:00 until

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# The National Honor Society Recognizes Genius

J. A. ALLARD

Coraopolis High School, Coraopolis, Pennsylvania

OLD MOTHER NATURE'S creations are never exactly alike. They may be similar in many characteristics; to the undiscerning eye they may seem to be indistinguishable; but closer study will bring out the differences. Not even two leaves of any tree, or of any species of tree, are without their distinguishing characteristics; and, if two could be found to appear exactly alike on the surface, the microscope would reveal a multitude of differences in cellular structure.

All of these dissimilarities are physical; but we humans exemplify even great dissimilarities in the matter of mental and nervous inheritance. While scientists have learned much concerning the nature of chromozomes and of their mission in nature's intricate plan, no one has been able to discover the "how" or the "why" of their coming together in devious, chance combinations that may produce an Edison on the one hand and an idiot on the other.

In any large group of people we always find intellects varying thus in capacity. These extremes are sometimes "freaks" or "sports" of nature's creations—chance combinations of chromozomic characteristics which apparently have given over-emphasis to certain inherited powers or defects. The idiot is not to be censured because of his lacks any more than the genius is to be extolled because of his rare abilities.

You may say, "But look how the genius worked." My answer will be that the capacity for arduous work over long hours may also be a thing inherited, and the person of poor mentality must work much harder for his learnings. In college I knew a boy who worked ten times as hard and long as the average student. Nightly he studied until two, three, or even four in the morning. He conferred frequently with his teachers and classmates. He left no avenue untried which might assist him. Yet he was barely able to pass. He once remarked, "I work like Hades all the time, but I'm just plain dumb."

Suppose we take a group of one hundred children just as they come to us in the public schools. From having tested and experienced many such groups, we know that they will vary in mental ability from the near moron to the near genius. What chance, we ask you, does the student in the lowest tenth of his class, with respect to mental

ability, have to equal in achievement the superior mind in the top tenth? He may be exceedingly energetic—a hard worker—and the highest "tenther" may be lazy; but the lowest "tenther" will never be able to bridge the gap that natural inheritance has created between the two.

It is with this condition in mind that some of us have questioned the wisdom and fairness of purely scholarship awards on the usual basis. "Who should deserve the higher honor," we ask you, "other conditions being equal, the student with an intelligence quotient of 140 whose achievement grades have averaged the equivalent of 95 percent, or the one with an intelligence quotient of 90 whose average equals 85 percent?"

Our high school possesses a charter for a chapter of the National Honor Society, the constitution of which specifies that "membership in this chapter shall be based on scholarship, service leadership, and character." Our original conception of the requirements included the erroneous belief that each of these commendable qualities received equal consideration and exerted equal weight; we soon found that this was not the case because the following section specifically says that, "Candidates eligible to election in this chapter shall stand in the first third of their respective classes in scholarship."

Here, "in one fell swoop," are automatically eliminated (the lowest) two thirds of the respective class memberships. Thus in a class of 99 students the thirty-fourth student (in scholarship) from the top—as well as the other 65 who are below him—are automatically eliminated from any consideration for honors regardless of how high they stand in respect to service, leadership, and character—the other three qualities designated for consideration.

How many times have you observed, as have we, that students of high "I. Q." who easily galloped along in the top third of their groups, and who exhibited possibly only passive evidence of "outstanding" service or leadership, have been honored above really striking leaders and servers, if the truth were known, golden characters?

Our own local council is at loggerheads at the present time over just such a condition as this. Some of us on the council feel that candidates se-

lected, in addition to having the scholarship requirement, should be *outstanding* with respect to service, leadership and character. There seems to be some disagreement among us as to the specific meaning of the terms, *service* and *leadership*. For instance, some feel that any candidate selected should be a recognized leader, having demonstrated the qualities of leadership of his own initiative by means of concrete examples. Others on the council feel that *their judgment* of the student's leadership qualities should suffice in lieu of demonstration, they holding to the opinion that a student may have "leadership qualities" without ever having to have a specific opportunity created for him.

The same difficulty arises in defining "service." Should we limit our consideration to students who are constantly looking for opportunities to serve and rendering service voluntarily and without suggestion on the part of anyone, or should we also consider those who render service willingly *when called upon*, to have satisfied the service requirement?

Since we must agree that scholarship is largely correlated with inherited ability, we are asking ourselves the question as to whether our society is not placing a premium on something over which the individual often has little or no control. On the other hand we may be disregarding individuals who are plugging along in the lower two thirds of the group and who exhibit the qualities of service, leadership, and character to a much greater degree than do their more fortunate classmates.

Let us give you an example of what occurred a week ago while we were having a council meeting before school. We had been discussing some candidates who possessed the scholarship requirement but could not, by any stretch of the imagination, be regarded as outstanding leaders by either the student body or the faculty. Due to the interest and heat of the discussion we ran the meeting over into the time of the first regular class period. When we came to the auditorium, a class in physical education was in session. One of the boys in that class, who will probably never rate above the lowest third in scholarship, had the classwork started and progressing practically as well as if the regular teacher had been present. The other boys were respecting his commands just as if they recognized that authority had been delegated to him (although none had been so delegated.) In other words here was a good example of virile, natural leadership.

Parallel examples exist in the fields of character and service. How frequently we have students in the lowest two thirds of their class as respects scholarship exemplifying our ideal of the other three qualities to a greater degree than do many

of those first selected on the basis of higher scholarship!

Then, when we consider the varying standards of teachers as to grades and grading, the known influences of personality, social position, dress, manners, and so forth, on many teachers' opinions of their students' achievements, we begin to realize how far afield our judgments may be with respect to students' work in terms of scholarship.

Also, when we make selections largely on the basis of scholarship, but let it be known that we are making them to reward the virtues of leadership, service, and character in addition, how shall we deserve the good opinions of our student bodies as to our absolute fairness, honesty, and unprejudiced judgment?

What is the answer to the problem? Shall we disband our honor societies? By all means, no! Let us rather reform them. Let us revise our charters. Let us make the attributes we are trying to encourage, character, service, scholarship, and leadership, of equal importance. Why not base the scholarship rating on the ratio between a student's mental achievement and his inherited mental ability (or our best measurement of it) "AQ"- "IQ"? While it may be true that our "I. Q." measurements occasionally go far astray in accuracy, at least we can feel that we are right about ninety percent of the time; which is much more than may be claimed for the efficiency of our present system of honor awards.

In our own high school we have had for a number of years a system of honor awards for two groups; namely Citizenship Honors and Scholarship Honors. (Our National Honor Society chapter is less than one year old.) At commencement time it has been our custom to award "citizenship honors" and a citizenship honor diploma to each of the graduating class who, in the teachers' judgment, has been an outstanding school citizen. Naturally the qualities considered here include those esteemed by the National Honor Society, except that a student's scholarship rating for the purpose of this award is arrived at by comparing his achievement with his measured, inherent ability rating.

Scholarship Honors and scholarship honor diplomas are awarded to the fifteen percent of the class standing highest in scholarship for the last four years of their school lives. Here scholarship alone is the deciding factor and the award is therefore open to the criticism previously voiced. In other words awards made on this basis seem like paying homage to someone because of his inheritance rather than his intrinsic social worth as evidenced by what he has done for himself and his fellows.

After all, is it high scholarship we wish to honor and encourage above everything else, or is it worthy citizenship? Is it a certain, set standard, or is it marked individual progress in which are considered not only the "peaks" to which the student has attained but also the handicaps of ability, race, and environment with which he may have had to contend?

In the interest of our democracy revise our honor standards in accordance with the foregoing ideas. Retain the honor awards for certain selected students in the "top third" (if you will) but institute citizenship awards open to those below the top layer, if they demonstrate their worthiness through a fine development of personal and social characteristics and attainments.

## A Point System in Operation

LLOYD E. FLAITZ

Caledonia High School, Caledonia, New York

FOR MANY YEARS the students of Caledonia High School informally voiced their disapproval of extra-curricular awards. As is customary in most small high schools, the athlete is the only member of the student body receiving a material award. To remedy this dissatisfied student reaction, the writer and a student committee were appointed by Principal R. H. Ostrander to investigate and analyze extra-curricular awards in other schools. After more than a year's work the committee presented the following system, as one applicable to the needs of Caledonia High School.

### AIMS AND OBJECTIVES

To provide recreational activity for all the students of the high school, and to encourage every student to participate in some activity.

To develop individual accomplishment and to provide social training through the group activity.

To uphold and carry out the highest ideals in fair play, honesty, and self-control.

### FIELD OF ACTIVITIES

1. Scholarship.
2. Leadership.
3. Athletics.
4. Club Organizations.
5. Literary.
6. Miscellaneous.

In each activity field listed above there are many activities in which the student may earn points. For instance, under leadership there are thirty-five activities listed. A perfect score for an activity is 10. The value of each activity was determined entirely by the student body; a mimeographed sheet with all the activities listed under their respective field was presented to each student and he estimated the value on the basis of 10. Each paper was carefully tabulated and a mean was reached for each activity. For example, under leadership, the president of the junior class is given 6 points.

### SYSTEM OF POINTS

1. Scholarship—maximum, 25 points.

2. Leadership—maximum, 30 points.
3. Club Organizations—maximum, 30 points.
4. Athletics—maximum, 30 points.
5. Literary—maximum, 25 points.
6. Miscellaneous—maximum, 30 points.

### EXPLANATION OF CREDITS AND AWARDS

A student who earns 80 points automatically receives a point system letter for an award. The letter, designed by a student, is similar to an athletic insignia. The credit is so designed that a person is limited to the number of points that he may get from one field. This acts as a safety-valve to prohibit a student's getting a letter who has participated in only one or two fields. Hence, an athlete may be a four-letter man and yet not receive an award. It must be noted that if a person reaches a maximum of 30 credits, say in athletics, he may apply all thirty points toward the necessary total of 80 credits, but a student must participate in at least five out of six fields.

Two students, one girl and one boy, receive an extra award of a charm and pin respectively, for having the highest number of credits at the completion of the school year. They will also have the distinction of having their names inscribed on the honor plaque of the point system. The rating scale of each activity is so graduated that invariably only juniors and seniors receive the award, which fact enhances it. Nevertheless, a student must be moderately active in his first two years if he hopes to earn the coveted letter.

### RULES GOVERNING THE ACTIVITY FIELD

A month before the close of the school year the students are given a mimeographed sheet of the activities in each field. The student will mark the activity in which he has participated, and will be checked and given credit by the governing board. The papers are filed for future reference.

All clubs or organizations must have a charter accepted and recognized by the governing board.

All clubs and organizations must make an oral

or written report annually to the governing board before receiving credit for their year's work.

The governing board must be organized not later than four weeks after school opens in the fall. This means that every club or organization must elect its representatives and officers before that date.

#### GOVERNING BOARD

The governing board, selected by the student body, and representative of all the fields of activity, shall be invested with the following powers and duties:

1. Administer and supervise the point system.
2. Make necessary appointments to execute the activity program.
3. At the discretion of the members of the governing board any activity that ceases to function properly will be lowered in point value or entirely revoked.
4. To make new or abolish old regulations which shall be necessary and proper to carry into execution the foregoing powers.

#### HOW MEMBERS OF THE GOVERNING BOARD

##### ARE SELECTED

1. Every class including 9th, 10th, 11th, and 12th years elects a representative to serve as a member of the governing board.
2. The president of the senior class becomes representative of leadership automatically.
3. The athletic representative is the president of the athletic association.
4. The scholarship representative is the student having the highest average at the beginning of his or her senior year.
5. The literary representative is the editor-in-chief of the school paper.
6. The club organization representative is chosen by a majority vote of the governing board. The presidents of the various clubs are the only eligible nominees for this representative office.
7. The faculty advisor of the governing board is elected by a majority vote of its members for a period of three years, subject to the approval of the principal.

#### AMENDMENTS

The constitution of the point system may be amended in the following way:

An amendment must be proposed by a member of the governing board and passed by a majority vote, from whence it shall be presented to the student body for a majority approval or rejection in not less than ten nor more than twenty days. After it has passed both groups the faculty advisor and principal may exercise veto power.

The point system has been in operation at Caledonia High School for three years. It has satisfied the needs of the student body without detract-

ing from inter-school sports. Extra-curricular interest has been stimulated and a well-rounded program has been worked out for both boys and girls under the supervision and guidance of the governing board. I do think, however, that although this system may offer a pattern for other small high schools desiring something of this nature, other schools must adjust and modify their systems to meet their own particular need and conditions.

## Intra-Mural Sports for the Junior High School Level

ROBERT H. HANKE

*Wauwatosa Public Schools, Wauwatosa, Wisc.*

An extensive intra-mural program is being conducted by the Hawthorne Junior High School department of physical education of Wauwatosa, Wisconsin. The business of the intra-mural division of the department of physical education is to get every student interested in some branch of competitive sports.

The benefits of physical education class work are not restricted to body building. The activity helps to solve the problem of pupil adjustment. As an example, a gangling boy of fifteen, who was in the seventh grade of a junior high school was taunted mildly by his classmates because of his age and size. Feeling that he was "out of place" the boy never volunteered to recite in class and did not participate in activities of the grade. He was a potential problem in social adjustment.

Homeroom teams in baseball were organized at the school. The boy joined the team. He became an outstanding player in the school league, and the hero of his classmates.

It was later found that the prestige which the boy won on the baseball field was reflected in his class work. Feeling himself a part of his class group, the boy took a greater interest in his studies, participated in discussions, and soon was holding his own with the other members of his class.

In order to be successful in the aim of interesting students in some branch of competitive sports, the department of physical education finds it must present an attractive intra-mural program. At present, intra-mural participation is voluntary—the students themselves deciding whether or not they want to take part. The first step in order to stimulate interest is to promote a wide variety of sports. This is somewhat dependent upon the facilities available; if these are generous, there is a lure for the individual who likes baseball or football or any other of our popular American games. Those who will not participate are usually re-

strained because of physical disabilities or because they have out-of-school interests which claim their time.

Competition in the different sports is arranged on a homeroom team basis as this organization will prod the student to action through the spirit of rivalry. Zest is added to the competition by offering attractive plaques to the winning teams and individuals. Many candidates will turn out for these respective teams because they are influenced by the homeroom to which they are affiliated. To insure a larger turnout a participation plaque is awarded for the homeroom showing the largest participation percentage at the end of the season or sport.

In the Hawthorne Junior High School competition is offered on two levels, first a junior league which consists of the seven "B" group, seven "A" group, and the eight "B" group; and second a senior league which consists of the eight "A" group, nine "B" group, and the nine "A" group.

The sports in the intra-mural program are selected from the daily class activities and conducted on the seasonal basis and include:

Autumn—Golf, horseshoes, soccer, speedball, swimming, tennis, touch football.

Winter—Basketball, badminton\*, foul shooting, handball, ice hockey\*, ping pong, shuffle board, skating\*, swimming, twenty-one, volleyball.

Spring—Archery, golf, horseshoes, softball, swimming, tennis, track and field, volleyball.

The sports indicated by asterick were not included in the 1936-37 schedule but have been added for the current school year.

The sports are played off by two methods: tournaments and meets. The tournaments are events that last an entire season. They are decided on an elimination basis or on a league plan (percentage basis.) Two entries are paired against each other, and the winner competes against some other winner at some future date. The meets include events where the championship is decided on the results of one day's competition, or possibly two days, if qualifications are held. Several teams compete at the same time. The meet is decided on the Olympic point plan, the team with the highest total winning, with other teams ranking comparatively, according to their showing in points.

A league schedule is drawn up at the beginning of each season in order that each boy may know the exact dates on which his team is scheduled to play throughout the entire season.

Officiating at games is the responsibility of the boys rather than of the instructors. An official for a given day is selected from a team that is

not scheduled to play on that day. The officials are selected for their fairness, knowledge of the rules of the game, and ability to conduct the game smoothly. A club for officials and homeroom managers is organized and conducted to train boys in officiating and straightening out of decisions.

The records indicate that approximately ninety percent of the boys in the Hawthorne Junior High School participate regularly in intra-mural athletics under the plan described above.

## Home Room Training for Elementary School Pupils

(Continued from page 406)

9:30 each day. Here is the plan:

1. The upper four grades participate.
2. The units are selected by the principal and superintendent for a semester program. This allows sufficient time for teacher preparation.
3. Each teacher has one unit and goes from room to room. Thus she is required to make only one preparation per week.
4. The length of the unit depends upon the type selected, usually four to six weeks.
5. The teachers direct the units four days per week. On Friday the school assembly is held. In this way a time for assembly is provided without disrupting the daily schedule.
6. Elementary pupils, who are band members, are excused from the activity period twice each week to attend the public school band class which is scheduled at the same time.

Principals and superintendents who have not fully correlated needed instruction similar to the suggested in this article and want to include it may do so in a home room type of organization. In this way the needed instruction is offered and definitely placed, a regular assembly period may be provided, and outside activities such as public school band may be scheduled at the same time, thus permitting pupils to attend, yet not miss time from classes.

## After Dinner Gleanings

This book, by John J. Ethell, contains a wealth of clever anecdotes, and among its several hundred short talks of a serious nature will be found those suitable for almost any occasion. More than that, it has a unique plan or organization by which appropriate stories or quotations may be brought into a talk or toast. In fact, it provides a clever speech-ready-made, yet original—for any person, any time, any place. The price is \$1.25 postpaid. Send your order to *School Activities*, Topeka, Kansas.

# A High School Nite Club That Works

GERALD G. REED

*Basketball Coach, High School, McHenry, Illinois*

OUR HIGH SCHOOL at McHenry has successfully launched a "nite club" as part of the school's social program. It is run in conjunction with basketball games and bids fair to become one of the major extra-curricular activity projects of our school.

Our Nite Club, which is student-designed and student-operated, was originated to provide fitting outlet for social impulses following basketball games. It had long seemed that the customary thing was for basketball fans to seek additional entertainment elsewhere after the game. As basketball coach I was not in accord with this custom. I felt that the basketball game should be entertainment enough for one evening. But upon further consideration I realized that the nervous tension induced by the thrills in the contest has as a natural reaction a carry-over which calls for continued activity during the period of let-down. Consequently a subsequent period of social activity is perhaps justifiable. Then, too, graduates and parents meet at the game, and a social hour following the game makes it possible for them to visit and renew acquaintances.

The idea of the "nite club" suggested itself to our mind after we had exhausted a long list of possibilities for school entertainments. We thought at one time of using the standard school dance such as follows basketball game in many schools and is held on the gym floor as soon as the players vacate it. This, however, did not appeal to us. At places where we had seen such dances in operation they had seemed of too public a nature and not strictly school affairs. Quite often they seemed to us to be entertainment not entirely desirable for high school pupils. But a deciding factor against them was there was nothing novel or especially attractive about them.

We thought also of the school supper which often follows basketball games in many localities. The supper constitutes a desirable friendly gesture, especially when the visiting team are guests at the supper. Such suppers iron out some of the unpleasantness originating in the contest and are undoubtedly a desirable neighborly action between schools. However the after-game lunch did not seem to us to be enough of a social event to meet the requirements; so it was discarded also.

A program of music and dramatics to be staged in the auditorium was also suggested, but this, too,

was discarded because of lack of universality of appeal.

Then, by happy inspiration, we hit upon the "nite club" idea. At first consideration, the working out of plans necessary for staging such an activity seemed impossible, but as we got into the project the obstacles seemed not entirely unsurmountable.

The enterprise was made entirely a student project in as far as possible. The students designed and put up the decorations. Students planned the refreshment menu, collected the materials, and prepared and served the food. The students also comprised the talent for the "floor show" and organized and managed it. In time, too, the students furnished the music for the dancing; although at first, outside orchestras had to be employed.

Our first problem in entertaining, since we had the pleasure of parents and older fans in mind as well as that of students, was to provide some social interest for such adults. We wished these elders to remain and visit after the games. Therefore we wanted something to induce them to do so. So we planned the lunch to be served in such a way as to give them an excuse for a short stay at the party. We made it possible for guests to stay for refreshments only, if they did not care for dancing. Therefore no dancing charge was made to these folks who stopped simply for lunch. We provided a ring of small tables around the wall of our nite club room. They were tables from the typewriting room, made attractive with school colors and special lighting. These provided places for guests to sit and visit over coffee and sandwiches.

The first problem of course was to find a room to house our nite club. This problem was easily solved, since there was a little-used storage room on the same floor as the gymnasium. This room had a good floor but the walls and ceiling were not plastered or painted. We saw that by putting in some work decorating it it could be made a fairly nice place for a student get-together.

We elected a student decorating committee. This committee prospected throughout the school and uncovered some unusual artistic talent among the students. They produced some rather novel ideas in decorating. This art work was perhaps as beneficial as the entertainment itself, since the decorators got as much satisfaction out of their creation

as the guests did from dancing. Our school is too small to have a regular art department. Therefore this enterprise was all the more valuable as art training. Most high schools have on their roll some students who are gifted enough in art to create novel mural decorations. For such students an experiment of this nature would be really educational.

The purely social side of the enterprise was perhaps the easiest one taken care of. Dancing was provided for the majority of the students. For those who did not dance, entertainment numbers were interspersed between the dances. The entertainment program, in keeping with the modern idea, was called the "floor show."

To assemble a floor show we appointed an entertainment committee who combed the student body for performers. They found several tap dancers of fair ability, some impersonators, and readers, and several musical soloists.

The first few times that we ran the nite club we went outside our school to get entertainers for our floor show; because we wanted the club idea to be a success, and we were a little uncertain about how well our student performers would take with the local audience. But this problem was easily solved when we went to neighboring cities and enlisted talent from their dramatic schools and dancing academies. In Elgin and Waukegan, cities not far distant from McHenry, we found private dancing schools that were only too glad to have their dance students perform for us free of charge—except for travelling costs and "a feed." Some of them had extension classes in our town and were consequently more than pleased at the opportunity of having their students appear at a public performance here. They furnished us several numbers, most of them given by young people of high school age. They "made a hit," not only because they were attractively costumed and performed with almost professional skill, but also because the artists were strangers to the community and probably therefore of more interest to the students than local performers would have been. Later we got performers from among our own students, who put on a good show, and were well received. The girls' Physical Education teacher did good work in training dancers for the show.

The problem of music for

dancing was a big one. Musicians of any ability all had to charge union wages. And since we had no money to spend, this was a serious obstacle. However by considerable investigating we found pleasing combinations of few pieces. Among our Alumni were several orchestra members. By planning carefully we were able to keep the cost of an orchestra within reasonable limits. Later on we had developed a high school orchestra of our own to furnish music for the dances.

Furnishing the food for our party entailed considerable work as it always does, but was no particular problem. We enlisted student waitresses. We used the china from the domestic science department and cooked in the domestic science kitchen. There was a shop room adjoining the nite club floor which we could use as a serving room. We served foods which our students could afford to buy and which they liked, such as ice cream and ice cream bars, pop, and hot dogs. For the older folks we changed the menu a little; coffee, sandwiches, and the like. We kept the prices low on all these, so students could buy, even if their spending money was limited, as it often is.

When we were debating whether or not to attempt such a program of entertainment the difficulty of financing it was the chief argument against it. Food, dance orchestras, entertainers, would cost money. And our teachers could think of no way for such an entertainment to bring in much money. If we charged any sizable sum for dancing, the basketball fans would leave the building without attending our dance. If we charged a price for the food which would yield us any considerable profit, most of our students could not

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Entertainers at the McHenry High School Nite Club

# Financing Activities the Modern Way

HARVEY J. BECKER

*Principal Junior-Senior High School, Red Lion, Pennsylvania*

WE ARE STILL in the "hoop skirt, horse and buggy era" in financing our school activities. Bazaars, fairs, tag day, selling badges, emblems, advertisements, patrons lists, cake and candy sale, etc., are time consuming and usually produce little revenue.

These petty methods of finance are carried by our graduates to the adult organizations, the clubs, societies and churches until the possibilities are exhausted. We need to teach our boys and girls more business-like methods of financing. They need to learn that any organization, if it is to be worth while, should be supported by its own members, and not by public appeal in the name of loyalty, sportsmanship, or community pride.

These methods of financing activities in school, together with the gate receipts, carry our financial load well during seasons of winning athletic teams. Other years balancing the budget for the ever expanding program of school activities causes many a headache for the administration.

These methods were good only so long as a school limited itself to varsity athletic activities, which did not require more finance than that secured by gate receipts. However, today we are asked to participate not in athletics alone, but in county scholastic meets, sectional music and forensic contests and other activities, many of which bring in no revenue, but which at the same time are just as deserving and should be sponsored and adequately financed. Substantial support should also be given to our present plan of intra-mural school activities. We have so long forgotten the mass of would-be athletes, debaters, and actors, and promoted only the ones who showed superior ability.

As the result of our "catch as catch can" method of securing revenue, athletic coaches are required to produce winning athletic teams each year or be in danger of being replaced by a potential producer of gate receipts.

The following plan has been followed in Red Lion Junior-Senior High School, Red Lion, Pennsylvania, in an attempt to get away from unsound practices and has exceeded all expectations. This plan is not a perfect panacea for all the ills of extra-curricular finance, but we believe it is a step in the right direction.

In the fall of 1935 the principal of the Junior-Senior High School discussed the plan with the

Supervising Principal, who then asked that the plan be presented to the faculty of the school for consideration. The faculty agreed that the plan should be attempted, and it was then discussed before the assembly of the student body. The proposed budget for activities was explained, and the point was made that it would cost a single student \$7.00 at the regular student admission price, or \$4.00 at the season ticket price, to attend the various events and function of the activity program. After these facts were presented and thoroughly discussed, an application blank was given to the pupils by all home room teachers to determine whether or not the activity ticket plan was acceptable. The substantial saving of \$4.50 by the single purchase or \$1.50 by the season ticket plan immediately appealed to the group. Almost half of the student body signified their intention of buying student activity tickets.

The price of \$2.50 for all activities was a popular price, and a large percentage bought the tickets. One ticket for each activity was bound into a booklet. Each activity had the event numbered for punching as pupils entered the building for games, making it impossible for the ticket to be used more than once for the same game. The student's name on each ticket made it non-transferable.

The pupils were also permitted to buy the ticket on the budget plan, paying 50c when the ticket was bought and 10c per week for 20 weeks, making a total of \$2.50. This money was collected in the home rooms and turned over to the treasurer.

The first year, 1935-36, a number of pupils who participated quite widely in the extra-curricular program conceived the idea that it would not pay them to buy an activities booklet, since they would be admitted to most of the activities by reason of their participation. It became necessary to point out to those students that they were the persons who were benefitting most, since the money was to be used to pay for equipment and trips and otherwise to make the activity possible for them. Finally all of the students, except a few who found it too great a financial burden, bought their activity booklets. The second year, it became an established tradition that all who participated in activities should help to finance the activity.

Another embarrassing situation was eliminated  
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# A Fashion Clinic

CHARLOTTE C. FARRELL

*Fairview Youth School, Dayton, Ohio*

**A** FASHION CLINIC has been organized at Fairview High School, in Dayton, Ohio, to supplement home training and to further the personal and social development of the high school girl.

Many girls graduate from high school and enter the business world or college with a very definite lack of training in methods of expressing themselves through an effective personality. They are uncertain as to what to do and when to do it; uncertain as to colors and line in clothing; and since they are judged, superficially, by the way they dress and speak and by their manners, they have a sincere wish to know some means of self-improvement.

A comparatively few of our girls receive some of this training in our Home Economics classes, but many of them in other departments of our high school never learn proper habits of posture, dress, and general bearing. The young girls of our age are vital, keen, and alert. They are active mentally and physically, and that is why others are interested in them. Girls today are quick to do things that make them lovely, but they realize they must have more than glitter.

It is the girl with poise who holds the world's attention today. She appears always at ease with herself and with the rest of the world; she has charm and personality, as those qualities come with poise and are much more important than beauty. The well poised girl has at least three outward characteristics—correct grooming, good posture, and controlled speech. The ability to meet these requirements is of indefinite value to any girl and is one of the most certain ways of making a pleasing impression on others.

Good grooming can be acquired through daily practice and is a great aid in pleasing at first sight, and is far more important than fashionable clothing.

A girl who becomes self conscious or awkward because she does not know how to dress carries a definite handicap in her social life. Whether in class, on the dance floor, or when looking for work, the better her appearance the more certain she is of attaining success.

A good speaking voice is possible to cultivate and is a most important quality of a well developed personality and helps accentuate personal attractiveness.

The part personal appearance plays with regard to personality and character has been discussed in girls' assemblies where advice has been given on suitable apparel for various occasions. Girls have been advised to think their wardrobe through before they buy and to have a definite place for every item they purchase. At these assemblies the girls are permitted to ask questions, and their interest and need of guidance is evidenced by such questions as these, "What type of clothes is suitable to wear on a hay ride?" . . . "Should girls of our age wear veils?" . . . "Are the long formal gowns with tight skirts appropriate for girls to wear to dances?" . . . "How should girls who wear glasses wear their hair?" . . . Is colored nail polish still fashionable?" . . . If the page-boy bob is becoming should one wear it even stylists say it is out?"

These questions and many others have been answered, but since many girls hesitate to ask questions before a large group *one hour a week* is reserved for individual consultation. Any girl may take a problem of clothes, appearance, etiquette, or a social problem, and there receive advice or suggestions for her particular needs. Clothes may be designed and wardrobes planned with emphasis on wise economy in purchasing clothes. Girls are advised to bring to the clinic clothes which are in good condition but which for some reason they do not like to wear. In many cases other girls can suggest simple changes which make the dresses wearable. To make Fairview girls "grooming conscious" hygienic care of the hair, skin, and nails has been discussed in detail. The re-styling of hair has been suggested and tried by some girls to their complete satisfaction.

Displayed in a creative case in the main hall of our school was a dark blue basic dress. Each day for a week the Fashion Clinic changed the accessories for this gown, thus making it appropriate for different occasions. By this demonstration the girls were shown that although they wear the same dress daily, it need not become a uniform in appearance. One can have many changes of costume, therefore, with little expense.

Additional activities of the clinic have been the presentation of a series of etiquette lessons in anticipation of class teas and school dances.

The senior stenography classes have been given advice on good grooming in business . . . the part it plays in securing a position and in maintaining

it. Five girls from the class acted as models, wearing for one day correct costumes for the business girl.

The boys, also, are now becoming an integral part of this clinic. They, too, realize the importance of becoming well informed on the etiquette of teas and dances, and the necessity for being well groomed, and how important these factors are in giving one poise. Since they are asking for help, the activities of the clinic will be extended to include all the students of our high school.

The clinic seems to be satisfying a long felt need, and the interest and enthusiasm prove that it is a legitimate need, and the reactions seem to indicate that it is achieving its purpose.

### Financing Activities the Modern Way

(Continued from page 414)

by this method. Each year some person in authority had to pass on those who were to get free passes by reason of the fact that they played a relatively unimportant part in the athletic, dramatic, or musical program. With the increasing number of activities, these free passes were also increasing. Now since even athletes who play in the game have an admission ticket, there is no longer any request by others for free admission. The pupils are learning to help support their own activity program.

Evidence of the popularity of this method is shown by the fact that the first year more than 300 activity booklets were bought with an income of \$750, the second year 450 tickets with an income of more than \$1,100, and the third year 400 tickets with an income of \$1,000.

The conclusion of the whole matter is that participants support their activity and benefit themselves as well as the rest of the student body. The benefits observed from this ticket scheme are:

1. More pupils attend the various activities.
2. More pupils participate in the whole activity program because it is their program and it is made more attractive by added equipment, trips, etc., made available by additional funds.
3. Budgeting the activity program more accurately is possible.
4. Publications have a wider circulation since they get into nearly all the homes, thereby increasing the value of advertising.
5. Much time in ticket campaigns is saved, since only one is necessary during the year.
6. The purchaser is saved about half the single admission price.

Any one of the above items would justify the activity ticket plan. While the plan is by no means original, it does prove that pupils will support and finance their own activities.

### A High School Nite Club That Works

(Continued from page 413)

buy. And we could hardly charge straight admission price for the entertainment program as it was not enough of a show in itself to warrant such a charge. But we wanted the school to enjoy such an activity. So we assumed the risk of making ends meet financially. We charged only a dime for dancing. And the cost of the food we put very low—ten cents for sandwiches, five cents for hot dogs, five cents for coffee, five cents for pop, and five cents for ice cream bars, etc. The first night or two we charged nothing for dancing. The nite club cost our athletic association money the first few times we operated it. There was a \$9.00 deficit the first night, a \$4.25 loss the second night, and a \$3.12 loss the third night. On the fourth Friday the affair came within a few pennies of paying its own expenses. And later on there was a profit every Friday night that we ran the club. On our last night there was a profit of \$21.75 after all expenses (even including those of crepe paper, paint and such materials used for decoration) were deducted. So, financially the affair was a success.

Socially it was a success, too. The hall was packed with students each night and all seemed to be enjoying themselves very much.

Educationally it was a success, also. As is the case in many extra-curricular activities, the pupils "learned by doing." They got business experience by managing. The performers got musical experience and training appearing before the public. And lastly it gave them all training in having a good time in a wholesome manner. The only other places of amusement for them were picture shows, dances, and roadside restaurants, where they mingled with all classes of people. In our "nite club" they were associated with their own kind, their schoolmates. A much more desirable environment for them to be in. So from the standpoint of this one main purpose of extra-curricular enterprises, social utility, the undertaking rated well.

The educational world needs scientific thinkers rather than walking storehouses of organized facts.—J. Stanley Gray.

### EDUCATIONAL FILMS

Art, Science, Social Studies

Write for Catalogue "C"

### HARVARD FILM SERVICE

The Biological Laboratories

Cambridge, Massachusetts

## News, Notes, and Comments

May 1st-7th is National Music Week.

*School Activities* is a member of the Educational Press Association of America.

### CENTRAL STATES SPEECH ASSOCIATION MEETS

On March 31st the Central States Speech Association met for a three-day session at Columbia, Missouri.

### PROMOTION AND GRADUATION PAGEANT

"The Tinder Box," a pageant play emphasizing world peace, has been developed in the Hannah Penn Junior High School, York, Pennsylvania for their Spring promotion program. The pageant is based on Hans Christian Anderson's popular fairy tale of the same name.

Miss Helen L. Miller, head of the English Department and Miss Beulah M. Bradley, director of School Life Activities are the co-authors of this and former pageants of promotion and graduation.

The Oklahoma Youth Legislature, (P. O. Box 1794, Tulsa, Okla.) is arranging for trips to Europe this summer via the Youth Hostel Movement. About 4,500 of these hostels in all parts of the world make travel inexpensive and insure congenial friends abroad.

### SUBSCRIPTION RENEWAL SEASON

At the close of the best year of its history, showing a fifty per cent increase in circulation over a year ago, *School Activities* again welcomes the postman's increasing load of "please renew" letters.

### NATIONAL CONVENTION ON STUDENT GOVERNMENT

Plans are well under way for the 8th annual convention of student-government officers and their faculty advisers which is to be held in New York City, June 28-29-30, in connection with the summer meeting of the National Education Association. This convention is sponsored jointly by the National Association of Student Officers and the National Conference on Student Participation both of which are affiliated groups of the National Education Association.

Further information on the convention may be

secured by writing to the National Association of Student Officers, 5835 Kimbark Avenue, Chicago, Illinois; or Joseph C. Driscoll, 911 Flatbush Avenue, Brooklyn, New York.

### SAMPLE COPIES OF SCHOOL PUBLICATIONS INVITED

For the help of schools who are planning publishing ventures, *School Activities* invites readers to aid in bringing together a collection of school publications of all kinds. Yearbooks, handbooks, magazines, and newspapers, of every kind and for every type of school, will be appreciated and put to good use.

**WHAT ARE THE EDUCATIONAL IMPLICATIONS OF THE SOCIO-ECONOMIC PROBLEMS CONFRONTING SOUTHERN REGIONS?** As the conference theme, that question will be answered by two hundred leading superintendents in the southern states in three-minute talks at the Ninth Annual School Administrators Conference on June 9th to 11th at George Peabody College, Nashville, Tennessee.

### "CALLING ALL COUNTRIES"

Washington, D. C.—The Office of Education, United States Department of the Interior, and American Junior Red Cross, announce one of the most extensive international short and long-wave broadcasts ever to be attempted. Addressed to school children throughout the world, the program will be carried by the NBC Red Network, General Electric Company short-wave stations, W2XAD and W2XAF, and by rebroadcast via many foreign radio stations, to be heard May 4th, 6 to 6:30 p. m. (EST,) in co-operation with the National Education Association which is devoting its American Schools Program period to this event.

Marihuana—the New Dangerous Drug, by Frederick T. Merrill, is a booklet that is being made available to school people by the Opium Research Committee, Foreign Policy Association, 1200 National Press Building, Washington, D. C. The price is 15c per copy.

Each summer an increasing number of summer schools are offering teachers' courses in Extra-Curricular Activities.

## EXTRA-CURRICULAR ACTIVITIES IN 1938 SUMMER SESSIONS

According to information received by *School Activities*, courses in extra-curricular activities will be offered by 1938 summer schools as follows:

### Alabama

Alabama Polytechnic Institute, Auburn, E. B. Smith. University of Alabama, University, J. R. Sharman.

### Arizona

Arizona State Teachers College, Flagstaff, Wm. H. Ziegel, Mildred Kiefer. University of Arizona, Tucson, L. A. Eastburn.

### California

San Diego State College, San Diego, Mrs. Marion Schwob. University of Redlands, Redlands, E. R. Davies.

### Colorado

University of Colorado, Boulder, J. Erle Grinnell, Marie Anna Mehl.

### Florida

Florida State College for Women, Tallahassee, R. L. Eyman.

### Georgia

University of Georgia, Athens, Frank H. Frost.

### Illinois

Eastern Illinois State Teachers College, Charleston, A. U. Edwards.

Illinois State Normal University, Normal, Flora Wilder. MacMurray College, Jacksonville, C. R. Van Nise. National College of Education, Evanston, Jessie Weiler, George Wilson.

Northwestern University, Evanston, E. K. Fretwell, C. E. Erickson.

### Indiana

Ball State Teachers College, Muncie, Max Carmichael, H. A. Jeep. Butler University, Indianapolis, Albert Mock. Indiana University, Bloomington, W. W. Patty.

### Iowa

Iowa State Teachers College, Cedar Falls, J. R. Slacks, H. A. Riebe.

### Kansas

Kansas State Teachers College, Pittsburg, G. W. Weede, Irma Gene Nevins. University of Kansas, Lawrence, F. P. O'Brien.

### Kentucky

Bowling Green College of Commerce, Bowling Green, Margaret King. Murray State Teachers College, Murray, G. T. Hicks.

### Louisiana

Louisiana State University, Baton Rouge, Fadra H. Wilson.

### Maine

University of Maine, Orono, Paul S. Miller.

### Maryland

University of Maryland, College Park and Baltimore, Earl Hawkins.

### Massachusetts

Boston University, Boston, Marion E. Remon.

### Minnesota

State Teachers College, Duluth, George Corfield. State Teachers College, Winona, Florence Richards.

### Missouri

Central Missouri State Teachers College, Warrensburg, Paul A. Humphreys. Northwest Missouri State Teachers College, Maryville, H. R. Dieterick.

Southeast Missouri State Teachers College, Cape Girardeau, L. H. Strunk. University of Missouri, Columbia, H. C. McKown.

### Nebraska

Nebraska State Teachers College, Peru, Grace Tear. University of Nebraska, Lincoln, Earl W. Lantz.

### New Jersey

New Jersey State Teachers College, Upper Montclair, W. Scott Smith.

### New York

New York University, New York, Prof. Thompson, Prof. Gabler. State Teachers College, Buffalo, Catherine E. Reed. Syracuse University, Syracuse, M. Eunice Baxter Smith.

### North Carolina

East Carolina Teachers College, Greenville, J. D. Alexander.

### North Dakota

State Teachers College, Minot, Dorothy A. Heckel.

### Ohio

Muskingum College, New Concord, L. E. Bixter. University of Cincinnati, Cincinnati, L. A. Pechstein. Western Reserve University, Cleveland, Harry E. Ritchie.

### Oklahoma

Oklahoma Agricultural and Mechanical College, Stillwater, Ben C. Dyess. Phillips University, Enid, P. J. Alyea.

### Pennsylvania

Pennsylvania State College, State College, C. O. Williams.

State Teachers College, California, O. R. Bontroger. State Teachers College, Edinboro, Prof. Mudge. State Teachers College, Millersville, John Puclio. University of Pennsylvania, Philadelphia, Helen A. Field.

### South Carolina

University of South Carolina, Columbia, A. J. Parkhurst.

### South Dakota

Yankton College, Yankton, R. W. Gleason.

### Tennessee

State Teachers College, Johnson City, Lillian Poe. University of Tennessee, Knoxville, S. E. Torsten Lund.

### Texas

North Texas State Teachers College, Denton, J. E. Blair. Sam Houston State Teachers College, Huntsville, T. H. Etheridge.

Southern Methodist University, Dallas, C. L. Wissman.

Southwest Texas State Teachers College, San Marcos, C. O. Wiley.

Stephen F. Austin State Teachers College, Nacogdoches, J. J. Wilson.

Texas Christian University, Fort Worth, R. A. Smith. University of Texas, Austin, Roy Bedichek.

West Texas State Teachers College, Canyon, R. P. Jarrett.

### Virginia

College of William and Mary, Williamsburg, George H. Armacost.

Hampton Institute, Hampton, Mary R. Allen. State Teachers College, East Radford, M'Ledge Moffett.

University of Virginia, Charlottesville, Prof. Lyseth.

### Washington

University of Washington, Seattle, Margaret McCarney. Washington State Normal School, Ellensburg, Donald Thompson.

### West Virginia

Concord State Teachers College, Athens, Luther F. Poling, Helen Dole.

Fairmont State Teachers College, Fairmont, Oliver Shurtliff.

West Virginia University, Morgantown, F. W. Stemple.

### Wisconsin

State Teachers College, River Falls, Russell Johnston.

### Wyoming

University of Wyoming, Laramie, L. R. Kilzer.

It is possible that not every summer school offering courses in Extra-Curricular Activities—for both elementary and high schools—appears on this list. Better write for a catalog of the school of your choice.

# How We Do It

C. E. ERICKSON, *Department Editor*

## Looking Ahead

With this issue comes the sudden realization that another school year has passed. In a very real sense the activities and responsibilities of this department have been a real pleasure. Many interesting and worthwhile contributions have been sent to me. Many people have written and expressed their appreciation for the stimulation and the suggestions which have come to them from this department. The geographic representation and the range of contributions has greatly increased. For all of these things I am grateful to you who read and who write this department.

If it were possible, I wish that we might sit down and chat together. Since such a visit seems difficult I should like to have you write me (Northwestern University, Evanston, Illinois) and give me the benefit of your suggestions, your criticisms, the types of activities now being carried on in your school which are worthy of publication and any other reactions or ideas you have. In a real sense this is your department.

The month of May should be used to develop the basic plans for next year's activities program. Begin now to plan.

In developing your plans for next year there are several basic factors which should be remembered.

(1) Capitalize on the successes of this year. Develop the enthusiasm that accompanies a "going" concern.

(2) Publicize your activities. Be sure that the students, teachers, and parents know what is going on and why.

(3) Use names, faces, people, in your activities. After all, it is a human, not a mechanical thing.

(4) Enroll as many students and as many teachers in the activities as possible. Ideally your program should have something of interest for all.

(5) Carry on a systematic search for improvement—continuous self-evaluation.

(6) Make your council the center of the activities program.

(7) Continue to seek more important, more "significant-to-students" activities. As students grow in ability they should be able and encouraged to care for additional responsibilities. Increasing

student self-directiveness is the ultimate and highest aim of the entire program.

## Commencement at Highland Park

LUCILE ALLEN GRIMES

*Senior Counselor at Highland Park High School  
Dallas, Texas*

The January graduating class at Highland Park High School presented a program built around its year book, the *Highlander*. When the stage curtains were drawn, the stage was darkened except for a beautiful six by four foot book on which a spot of light was directed. On either side of the book was an urn filled with flowers and behind one of the urns was a lovely girl graduate in evening dress looking interestedly at the new 1938 *Highlander*.

The president of the class rose, came within the range of the spot light, welcomed the parents, and invited them to look with him through the new annual. The girl behind the urn stepped forward and opened the first page. A graduate meanwhile had stepped from the wings and slipped between pages one and two so that he appeared to be photographed there. On the page opposite him was a large photograph of our principal. The graduate read the dedication, which was a real surprise to the principal. The next page was turned, and there opposite another senior were two larger-than-life sized bust silhouettes of the superintendent and the principal as representatives of the administration. There followed in rapid succession, each accompanied by a talk of about a minute and a half, a page artistically decorated by the art club, suggestive of Hi Y and High Lights, Friendship Week, R. O. T. C., school entertainments, National Honor Society, publications, social service, and art club.

Page four bore the emblems of Hi Y and High Lights, while on the next page clasped hands represented Friendship Week, a recent project sponsored by the Student Council. A soldier beating a drum illustrated the R. O. T. C. Here to give variety to the program, the speaker concluded his part with a trumpet solo. The page devoted to school entertainments was decorated with a dancing couple. The National Honor Society gold seal

was found on the eighth page. The publications page contained an interesting arrangement of the vari-colored 'extras' that have flooded the campus at various times during the year. One of the most effective pages was that set aside for social service, which was illustrated by a huge red cross. The graduate here was dressed in white with a shoulder bouquet of red roses. The book was brought to a close with a page covered with posters, menus, and sketches made for different occasions by the art club. The graduating senior thanked the club for its diligent and effective work in making possible the *Highlander* of 1938 and the commencement program.

At the conclusion of this part of the program the whole stage was lighted. The president then turned the program over to Mr. Wiseman, the principal, who awarded the honors. A member of the School Board presented the diplomas, and the program ended with the school song. Ushers for the evening were undergraduate members of the National Honor Society. The entire program, including the presentation of diplomas, was carried out in fifty minutes.

### A Hot Lunch for One Mill

DEAN FITZGERALD

*Superintendent of Schools, Cardwell, Missouri*

Last year WPA officials stated that the local project was one of two in the United States which planted, cultivated, harvested, and canned the products which were later served as hot lunches to the schools of the district. This year we expect to make the project more extensive than in the past. Approximately four acres of the campus of the Central School are set aside for a school garden. It was here that more than six thousand cans of vegetables were grown last season. Ten women are employed by the WPA for this project. They work the twelve months in the year. When the warm days of spring appear and the interest in hot lunches begins to lag, these women devote their time to the planting, cultivating, and harvesting of the school garden. The school is responsible for the first preparation of the ground; thereafter the project is carried on entirely by the women. Seed and plants were contributed last year by the patrons of the school. This year we expect a nationally known firm to provide the seed and in return a sign so stating will be placed near the garden.

One of the major problems which was encountered, and partially solved by experience, is to plant the garden so that there is a gradual maturation of crops with constant canning rather than to have several things ready for canning at the same time.

The following foods have been prepared from the garden: beets, carrots, green beans, lima beans, spinach, peas, okra, sweet corn, mustard, turnips, sweet corn, squash, hominy, dill pickles, sweet pickles, green tomato relish, tomatoes, tomato juice, catsup, and pumpkin. Sweet potatoes were not grown this year, because a stock of approximately two thousand cans was carried over from the preceding season. An orchardist within the district contributed twenty-one bushels of plums, which filled more than another thousand cans. In a similar manner several bushels of peaches were added to our food supply. One acre of the garden was planted with corn, and it ripened faster than it could be canned. That which matured was either made into hominy or ground into meal and later used for "hoe-cake."

The problem of providing adequate facilities for preserving the garden products was finally solved by storing the school busses downtown and using the newly completed bus garage as a cannery. Screen doors were made for the garage. This was the first item of expense but it amounted to less than ten dollars. The vegetables were washed, prepared, and canned in the garage. The cooking was done in pressure cookers over improvised stoves made from discarded oil barrels. The pressure cookers, sealers, and cans, were provided by the WPA as a part of the project. Fuel for cooking became a second item of expense, although some fuel was provided through an NYA project.

Perhaps it should be explained that here in the cotton section we have a summer term of approximately ten weeks beginning in July, dismissed for a similar period until farm crops are harvested then continued until thirty-six weeks are taught. The harvesting and canning of the garden products continues until the fall term of school opens about November the twentieth. The gardeners then become cooks. Each is given a thorough medical examination by the district health unit and is assigned to one of the elementary schools to prepare hot lunches from the food grown during the summer. Usually about four out of five of the children enrolled in the elementary schools participate in the hot lunch program. The number approaches one hundred per cent in the primary grades and gradually declines to less than thirty per cent of the upper grades participating. Each child fed is asked to provide himself with a spoon and a bowl. No restrictions are made as to who may eat. No charges are made. In fact all who are not able to go home at noon for a warm and wholesome lunch are encouraged to eat at school. For example, a primary pupil who is the son of a prominent physician that lives some distance from the school, is a frequent participant in the hot

lunch program. We do ask those who are able to bring such articles as eggs, milk, lard, etc., on the days designated by the head cook. In one of the rural schools an entertainment was held with the proceeds going for the purchase of staples such as potatoes, flour, chocolate, and canned milk. In this particular school hot chocolate is served to the students (and teachers) at recess in addition to the noon day meal. The canned milk, being used only on those days that there is a deficiency in amount of raw milk brought by the pupils.

None of our buildings have been provided with floor space for cooking facilities. In one of the buildings we are temporarily meeting this condition by the use of a room that was formerly an office. In other buildings, cloak rooms are used. Stoves were provided in each school by some church organization in the community served by the school. The only running expense is that of fuel, and that is less than one mill per pupil-day. The primary rooms are first served in the morning at eleven thirty, with each pupil being served at his respective table or desk. The cooks carry the food from the kitchen to the classroom in pails, each cook serving a different dish. Menus are provided each week by the district WPA supervisor to insure a balanced meal. Later the used dishes are collected, carried to the kitchen, properly washed and sterilized, then returned to the class room for proper care and distribution by the teacher.

The advantages of such a program are many and may easily be seen. Better health, both physical and mental, and better attendance obviously means better school. True, it does mean added responsibilities and some inconveniences to those administering such a program; yet there is not one but who would gladly have the responsibilities doubled rather than to do away with the hot lunch project.

## A Solution to the School Activity Ticket Problem

A. D. CUMMINGS

Superintendent Buffalo Public Schools  
Buffalo, Minnesota

We have a plan in operation in the schools of Buffalo, Minnesota, which we find extremely simple to operate and very desirable in results. Our high school has an enrollment of approximately 300 students in the upper six years. This enrollment is divided into ten home rooms consisting of 7th and 8th grade girls, 7th and 8th grade boys, 9th grade girls, 9th grade boys, 10th grade girls, 10th grade boys, 11th grade girls, 11th

grade boys, 12th grade girls, and 12th grade boys. Each home room contains approximately 30 students. At the beginning of the year each home room guarantees the activity fund \$1.00 per pupil enrolled in that home room. The home room then endeavors to raise the amount of their obligation by student projects, such as: jitney lunches, sales of various kinds at athletic events, playlets, movies, etc. In many cases home rooms raise the full amount of their pledge by group activities. In those cases where the full amount is not raised by group activities the individual students pay in whatever is lacking to complete the \$1.00 per pupil pledge. This activity ticket admits students to all school activities.

The advantages of the system as it operates here are:

1. Elimination of tickets—each student has an activity ticket; therefore, it is not necessary to issue one.
2. No student need miss any school activity because of lack of finances.
3. Elimination of the problem of students "sneaking in" to school activities.
4. Elimination of all "red tape"—home room treasurers turn in money to the activity as the money is raised.
5. A better school spirit—practically all students attend all school functions.
6. A better home room morale—group projects tend to develop this.

Under the above plan we find that the activity fund receives as much money as it did when we sold student tickets at each school event. Grade students are admitted free to activities of interest to them. This free admission eliminates all "behavior" problems at school programs.

## NEED ACTIVITY FUNDS?

Make Hundreds of Dollars and Have a Sound School Project Besides

Begin right by sending 50c for a copy of HOW TO PLAN AND CARRY OUT A SCHOOL CARNIVAL, by C. R. Van Nice. Wholesale price list of carnival supplies sent on request.

School Specialty Service  
822 New York Life Bldg. Kansas City, Missouri



ARTISTIC MEDAL & BADGE CO.  
112J Fulton St. New York, N. Y.

## The Marionette for Leisure Time

PEARL FISHBECK

Washington Junior High, Manitowoc, Wisconsin

During the past several years we have concerned ourselves more and more with the education of the boy and girl for the leisure time period. In Washington Junior High our club program is organized with this in mind. When I was given a part in this extra-curricular work, I decided immediately to introduce the marionette.

With the aid of Edith Flack Ackley's book on marionettes, I made a clown, which I showed to members of my English classes. At first students thought him only a doll in which they were too old to be interested. But when I made him walk they were fascinated. We then talked about Tony Sarg, Sue Hastings, and others in the marionette field. Many boys and girls had witnessed performances by Tony Sarg's marionettes at the World's Fair. They had much to tell.

We put our clown, a victrola, and a "snappy" record into a vacant room, and announced that anyone interested might make him perform after school. Gradually more and more of our students fell under the spell of the puppet.

When the clown had a large following, it was

suggested that we make some 'little fellows' and have a show. The response was just what was hoped for.

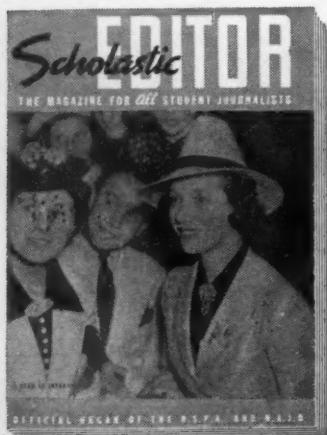
There is perhaps no other activity that provides as many diversified things to do as puppetry. The boys and girls who enjoy art work, design (under the supervision of the art teacher) the scenery and make the faces for the little play-fellows. Boys in the manual arts department make the stage and furniture. Girls who prefer needle work make the dolls and costumes. Those boys electrically inclined enjoy experimenting with the stage light-in-gin order to get the best possible effects. Finally, the people who wish to take parts in the show and manipulate the marionettes have an immediate incentive for spending their leisure time period in training their dolls and perfecting their voices.

For the most part we dramatized fairy tales. The most successful one, so far, I believe, has been "Snow-White and the Dwarfs." In addition to the play, we always have several specialty acts. These include acrobatic feats, dances, and the playing of various musical instruments. The students always write the dialogue, compose the dances, and often select the music for their acts. Give the average boy or girl a marionette and you will

(Continued on page 440)

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## Have You Read These?

BY THE EDITOR

"The next candidate for the educational Hall of Fame will be the school man or woman who succeeds in making school a fit place for boys." So concludes L. C. Day after presenting (*School Review* for April) the results of his investigation of "Boys and Girls and Honor Ranks." This is a study of the marks received by elementary school pupils, high school students, and 1457 graduates of the twelve years, 1926-1937. "The boys do not fare any too well in the elementary school, but in the high school their lot proves to be even less happy." The reasons? Might these be implicated—dumbness, adaptability, maturity, obedience, discipline, sex appeal, formality of school work, sissification, feminization of the curriculum? Read what Mr. Day thinks.

And Paul W. Terry's always valuable, "Selected References on the Extra-Curriculum," will be found in this same magazine.

Sorry that this, to which editorial reference was made in April, was omitted.

Tomorrow your high school will include provision for correspondence courses for those students who wish some particular training it does not provide. Perhaps you have heard of the "Benton Harbor Plan," now in its sixteenth year and being widely copied. In this plan the school analyses the student's needs, helps him to select his course, makes the arrangements with an accredited correspondence school, pays his tuition, and assigns him a desk and special study period. A supervisor checks his work (which the student does at his own pace) and returns his papers. Proper credit is allowed. During 1936-37 264 Benton High School students were taking thirty-four different courses. R. W. Root describes this plan in, "High School by Mail," *Survey Graphic* for March.

"Here, one of the 50 boys and girls, aged 8-11, is puzzling out a complicated chess move; another is explaining the operation of a gyropilot; and others are studying telephonic communication, radio, the President's gold-buying policy, and appreciation of music and poetry. This at an age when you and I were scowling over grade read-

ers." So runs a part of Gretta Palmer's account of the "School for the Brilliant" (Public School 500, Speyer School, New York.) You will be interested in this story of the work of Dr. Leta Hollingworth who for years has been pioneering in the education of super-smart youngsters. *The Literary Digest* for February 19.

"We know that Englishmen were killed with English-made guns; that the greed for profits transcended the patriotism of both German and French munitions manufacturers; and that most of our federal income goes to meet the expenses of past and future wars . . . What lets people behave so foolishly in the face of facts?" Oh, the child's relatives playing with his military toys, exhibiting trophies, and telling heroic tales of war; using religious literature and songs which glorify fighting; and emphasizing the militaristic in history, art, music, and literature, as well as in newspapers, news reels, and radio. In, "Let's Try Education for Peace," *Social Education* for February, Emily V. Baker makes some very practical suggestions for doing just this.

### SOME IF'S AND APRIL MAGAZINE ARTICLES

If you do or do not believe in ghosts you will find Louis Adamic's, "The Millvale Apparition," (*Harper's*) intriguing.

If you want a picture of a conception of parental influence which does not include the rod and sugar candy, and which revolves around the parents and NOT the children, read "We'd Rather Be Selfish," by Helena and Henry Pringle, in *Scribner's*.

If you are a briber or a non-briber, pardon us, a tipper or a non-tipper, you will find an interesting account of the ridiculous extremes to which this disgrace is fast approaching in, "Tipping: Our Daily Bribe," Alvin Harlow, *The Forum*.

If you are planning on getting married, or have the necessary hopes, or are giving advice, you will find some of the observations and experiences of a pioneer in the movement to educate young people concerning courtship, marriage, and home-making, in Ernest R. Groves', "So You Want To Get Married?" *The American*.

## School Clubs

EDGAR G. JOHNSTON, *Department Editor*

### WHAT KEEPS THEM INTERESTED?

One of the serious problems in club administration is the frequent turn-over in membership. Frequently pupils enter a club, linger for a few meetings, and then drop out. Sometimes they sample several different clubs within a semester unless prevented by school regulations from changing their allegiance. It is difficult to keep up the morale of a group with constantly shifting personnel or provide continuity and progress in the club program. Obviously this situation presents a challenge to the sponsor and to the school. What are the factors involved in loss of interest in club membership? What are the characteristics of clubs which are most successful in retaining their members? A recent study presents some data on this problem which should be of interest to all those engaged in club activities.<sup>1</sup>

In studying the factors involved in the retention of pupils in clubs Williams made an analogy of shifts in club membership in two high schools in northern Michigan throughout an entire school year. It was found that twenty-six per cent of the thirteen hundred pupils enrolled in these two schools dropped club membership during this period. The following factors were considered with relation to pupil retention: (1) the type of club organization, (2) sex of the members, (3) manner of selecting members, (4) method of financing, (5) manner of induction, (6) time of meeting, (7) size of club, (8) status of affiliation, (9) personal factor of the sponsor. Space will not permit detailed report of Williams' findings. Certain conclusions, however, are worth reporting here. He found a definite advantage in holding members in what he calls "administrative clubs," that is, clubs with some administrative duty toward the school. Is it possible that definiteness of function and general recognition by their fellows contribute to this result? Williams found that clubs requiring dues held their members better, but that the practice of making special assessments for financing of the club definitely increased the number dropping. Clubs whose membership was made up entirely of one sex seemed to hold their members more effectively. A formal initiation with some degree of public recognition also contributed to the retention of members. Number of members

seemed to be a definite factor: Clubs below 25 in membership were not successful in retaining interest, and those with a large number of members also had a frequent turnover. In this study the size of clubs which seemed most effective in retaining the loyalty of members was from 26 to 35.

One of the most interesting sections of the study is the analysis of reasons given by pupils for ceasing to belong to a given club. The most frequent reason given was lack of time, which seemed to explain almost one-half the cases of withdrawal. A close second, however, was lack of interest in the meeting. Next in number to this was the explanation that the pupil joined another club. It is quite possible that this is merely another way of saying that he was not interested in the meetings of that particular club. Commenting on his findings the author says: "The results shown . . . would indicate that sponsors should put forth more effort in the directing of the club program, since in nearly 50% of the cases the reason checked as of secondary importance was that the club meetings were uninteresting."

### AMONG THE CLUBS

The interesting account of the Future Teachers Clubs comes from Mildred Sandison of the N. E. A. Journal Staff, Washington, D. C. Grace McPherson provides the report on the Mackenzie Service Club, Alice B. Pearsoll that on the Outdoor Club of T. L. Handy Junior High School. Harold A. Taylor is sponsor of the General Science Club of Crane Technical High School. The account of the "Sawbuckers" is furnished by Orlo J. Willoughby.

### THE SAWBUCKERS

*South Lyon Public School, South Lyon, Michigan*

In the South Lyon Public School five years ago a group of 4-H Club boys with a common hobby organized a wood working club and called themselves the Sawbuckers. This group faced many obstacles and overcame them with the result that now the number on the roll must be limited each year to comply with the rate with which new tools and other equipment is purchased.

Meetings are held once a week after school for two hours at the club shop in the basement of the town bank. Each boy is guided in the use of tools by a high school teacher, but little compulsory work is required. The number of articles to be made during the year is definite but choosing the project is left up to the student, who draws the plan and works from it. Because the club is a part of a national organization there are awards given to winners in the county, state, and nation. Also pins are awarded as recognition of the number of years satisfactorily completed.

Besides the weekly meetings for working together where they must share tools and ideas, the group meets once a month for some sort of entertainment. Hikes and skating parties are the main forms of recreation. The club has taken responsibility for an assembly program to consist of a play and songs by the club members.

This club has won such recognition and approval that the school board has set aside thirty dollars each year for new tools and supplies. Worthy use of leisure time is probably the most outstanding value offered by the activities of the club but health is another of the points stressed by all 4H clubs; good citizenship is practiced and worthy home membership is a certain outcome because of the tendency of many of the projects to be useful articles in the home. Once started a wide-awake group of boys interested in such creative work is bound to succeed and grow into a worthwhile organization.

#### THE OUTDOOR CLUB

*The T. L. Handy Junior High School  
Bay City, Michigan*

This club was organized in T. L. Handy Jr. High school about three years ago, to promote better understanding of outdoor life, the game laws, and clean sportsmanship. The membership has increased from about ten to nearly fifty students. Under the able sponsorship of a real outdoor man these children have been given first information about the woods and the plant and animal life within them.

The program this club outlines for the year is: The study of the country around us. This study enables them to identify the different types of plant life in our woods. Animal life is studied through the habits and haunts of small game. Field trips help the members to accumulate this material. At their regular meetings they study these topics, each contributing his experiences.

During the winter an extra unit of this club functions in the form of a rifle group. The boys and girls particularly interested in hunting are

taught how to handle and care for guns and hold regular classes for target practice. Once or twice a year they hold a rifle tournament which is open to anyone in school. These students also study carefully the game laws of our own and nearby counties.

Through this club students who are at all interested in becoming sportsmen are given a fundamental training in the ideals they should have. Particularly in a community such as ours, where we have fishing and hunting at our very door, it is important to teach these young people the necessity of fair play in sports.

#### THE SERVICE CLUB

*Mackenzie High School, Detroit, Michigan*

One of the most active clubs in the Mackenzie High School, Detroit, was established this past year to meet a need felt by students and administration for more constructive and cooperative participation in the supervision of the building. Hall monitors, whose duty it was to challenge passers-by for "permits," and lunch room monitors, who endeavored by injunction and prodding to keep the lunch room presentable, had given service for many semesters. It was the general opinion, however, that their efforts should have better cooperation from the student body. A Service Club was organized for the purpose of giving service to the school community, and since careful publicity, planned and carried out by a student committee, had emphasized the need for the cooperation of each "citizen" in the school, the enlistment of members was extremely successful. While the Club was based on the old monitor plan, the scope of service was enlarged and an honor point system of awards was set up. During its first semester the Club attracted more than 150 members.

Registration is carried on through the Student Council, each home room representative taking to his group blanks to be filled in by all students who wish to join the Service Club. All prospective members indicate their choice of responsibility—corridor guide, study hall aide, or lunch room duty, and the slips are returned to the Student Council and passed on to the Service Club sponsor who makes definite assignments as to hour. These assignments are recorded on the individual programs for the following semester by the program counselor, and each student begins his contact with the Club by reporting to a group meeting the first day of the new semester, at which time he receives needed information and becomes more fully acquainted with the ideals of the organization. He learns that he is part of a large student organization which takes seriously the re-

sponsibility of citizenship in the school community. He discovers that he is to be a cooperator, not a policeman, with the end in view of helping his fellow students. If he has selected corridor guide as his means of contributing, he is expected to help regulate corridor traffic during class periods by examining corridor permits, to protect property by taking to a safe depository in the study hall closet the possessions of any student who fails to lock his locker—a note is left for the owner advising him where his belongings may be claimed—to report anything which may hinder the efficient functioning of the school—locked classrooms, lack of supplies in the lavatories, etc. A captain, appointed for each hour of the day, checks to see that all posts are "manned," and secures substitutes for all absentees from the study halls. He collects reports from the guides and relays them to the sponsor or to the proper office.

If he has chosen study aide, he reports to his study hall counselor for that period and assumes responsibility for attendance, checking absence excuses, etc.

If lunch room duty is to be his assignment, the sponsor describes his duties and assist him in his discharge of them.

Then his semester-long period of service begins. While he helps to elect officers who care for the routine business of the Club, and while he may attend one or two group meetings of the entire membership during the course of the semester, and perhaps plan or attend the Club dance—the one social function of the organization—his reason for joining the Club, namely, to be of service, is the goal which challenges his faithful participation one hour daily.

Interest in this Club is keen. The difficulty at present is that so many students wish to become members that it is impossible to use them all. Those who are not appointed to regular service comprise a second line of defense—a substitute group who fill in during emergencies. During this first semester of its existence the Club has had excellent cooperation from the faculty and, in general, from the student body. Enthusiasm for the Club's plans for the fall term is high.

#### THE GENERAL SCIENCE CLUB

*Crane Technical High School, Chicago, Illinois*

In the Reader's Digest of October, 1937, an interesting article "Staying After School for Fun" dealing with the value and pleasure derived from after school activities impressed me to such an extent that I discussed it with my principal. Out of this discussion came the suggestion that I organize a General Science Club at Crane.

Organized in the interest of boys, of science, and of Crane, that which was launched as an experiment is now conceded to be one of the school's most popular extra-curricular activities. In this club boys have the opportunity to carry on their science interest in their own way; latent talents are discovered; experience in self-government and the social situation are provided.

The General Science Club welcomes all freshmen. Although only first year students may join, after they are once enrolled they may remain in the club as long as they wish.

The club maintains fourteen fields of activity as follows: biography, contests, demonstrations, discussion, experiments, hobbies, invention, lectures, projects, publications, publicity, questions, reports, and research, with a director in charge of each who, whenever necessary, calls upon others to assist him.

The club officers consist of president, vice-president, secretary, treasurer, and sergeant-at-arms. The membership is limited to thirty. A waiting list is maintained which at the present time numbers seventy-five and serves to keep the membership constant and active. If a regular member is absent from two meetings in succession, he is automatically dropped from the membership list and placed at the end of the waiting list. It is true he is afforded an opportunity to re-enter the club again at a later date, but non-attendance forfeits his coveted place at least temporarily. To promote the interest of the members of the waiting list, special meetings of this group are called from time to time.

The regular meetings are usually general with a varied program that aims to interest, instruct, and entertain. A large portion of the club's business is taken care of outside the regular meeting. At the present time the following club committees are functioning: Tax Committee, Emblem Committee, Bulletin Committee, Debate Committee, and the Club Slogan Contest Committee. In this way an attempt is made to assign responsibility to all.

To add prestige no one is admitted to club meetings without his membership card. The charter members, thirty in all, have their names inscribed on a shield, and each was presented with a charter membership card as a souvenir. Honorary membership certificates are presented every semester to those members who qualify for the honor roll.

To add a further touch of social significance, club stationery was designed listing the various fields of activity covered by the club. But, perhaps the greatest interest was evinced in the design selected for the club pin, which is dark blue

with gold letters—the blue representing the universe, and the gold the sun, the source of all life.

### FUTURE TEACHER CLUBS

*National Education Association, Washington, D. C.*

"I am a high school pupil very much interested in the teaching profession. But before choosing teaching as my life work, I should like to know more about it. Could you send me information concerning the training needed, the salary, advantages, and disadvantages? Please send this information as soon as possible."

Hardly a day goes by without bringing to the National Education Association requests such as this from high school pupils. The steady stream of these letters from students in practically every state in the Union suggests the need for guidance of these future teachers of America.

The *Journal* of the National Education Association, recognizing that "the making of a teacher is a spiritual process, a long growth of the finer feelings," has for several years been urging the forming of organizations in secondary schools, to be known as "Future Teachers of America" Clubs.

The Future Teacher movement has for its purpose, not to increase the number of would-be-teachers but, rather, to encourage as candidates for the profession only those who in aptitude and character seem to have the most potentialities for becoming worthy teachers.

The enthusiasm with which the idea has been greeted in high schools throughout the country has been most gratifying. South Carolina, particularly, is giving a leadership which offers a challenge to other states. The Future Teacher Club at the Walterboro, South Carolina, High School, under the capable sponsorship of Mrs. Ruth Thomas, has been the rallying point for the movement in that state. At the March, 1937, meeting of the South Carolina State Teachers Association, representatives of the Walterboro Future Teacher Club presented a program describing their club and interpreting its aims and activities to educators present. This year plans have been laid for the organization of a state unit of Future Teachers at the state teachers convention.

The aims of the Walterboro Club are as follows:

- (1) To help pupils who expect to become teachers to choose the high school subjects that will best further their career.
- (2) To survey the curriculum of the colleges to find one best suited to train them for their profession.
- (3) To survey the field of teaching to guide the pupils in their choice for specialization.

(4) To study some of the common problems of the school room in order that these pupils may become familiar with the scope of classroom management and instruction problems.

(5) To read stories of successful teachers.

(6) To act as a student reserve for substitute teaching when called on.

Another outstanding Future Teacher organization is that in the high school at Larimie, Wyoming, "The Horace Mann Club of Future Teachers." The colors chosen by this club—black, white, and red—have been adopted as the colors of the national organization. Miss Bernice Clifton, sponsor of the Larimie group, states that "the red personifies the flame of the torch of high ideals and leadership; the black and white is the color harmony often used for caps and gowns at graduation." This organization also designed a pin which has been selected as the official pin for the national group. At its twice-monthly meetings during the second semester, 1937-38, members are making a study of vocations and of colleges and universities where teacher training may be secured. The club at Larimie is a definite part of the school's extra-curricular program.

In some schools, on the other hand, the club is made up simply of a group of students who wish to learn about the teaching profession and who meet informally with an interested teacher, to discuss teaching needed qualities, and opportunities.

The first countywide organization of a Future Teacher Club has been that sponsored in Pettis County, Missouri, by C. F. Scotten, county superintendent of schools, Sedalia.

Following are suggestions for programs and activities of Future Teacher groups:

(1) Develop a code of ethics. An excellent code was prepared by the Student-Teacher Club at the William A. Bass Junior High School, Atlanta, Georgia.

(2) Study the lives of great educators such as Horace Mann, Henry Barnard, and Mary Lyon. Study not only nationally known educators, but state and local men and women who have made contributions to your schools.

(3) Prepare and present plays about these men and women; write songs and poems.

(4) Study the story of schools in this country,

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with particular emphasis on those in your state and locality. Have special reports. Present them before your assembly so that the rest of the student body may share your knowledge.

5. Write a history of your local schools. Present copies to school and local libraries.

(6) Develop a program on the subject, "Shall I become a teacher?" answering such questions as: "Are there new careers in teaching?" "Is teaching a profession?" "Have I the needed qualities?"

(7) Make a list of the qualities you admire most in your teachers. Then have each individual in the group make a checklist so that he may determine those qualities in which he needs to make growth and plan ways to achieve this personal growth.

(8) Give reviews of books and articles dealing with teaching. Henceforth all schools which register their Future Teacher Clubs with the National Education Association will be sent a Future Teacher Library, including one of each of the following: *Shall I Become a Teacher?*, *Social-Economic Goals of America*; *Chautauqua Booklet on Horace Mann*, *Your Life in the Making*, *Horace Mann: His Ideas and Ideals*, *Those Who Bear the Torch*. An entire program might be built around each of these publications.

(9) Make a survey of the opportunities for teaching in your state. Write to the state department of education and to the registrars of colleges. Learn about the requirements for teaching kindergarten, the training needed for junior high school teaching, opportunities in administration, and similar subjects.

(10) Develop a program of tributes to teachers. Many fine tributes have been written, such as van Dyke's "The Unknown Teacher," Phelps' "I Love to Teach," Morgan's "The Teacher."

Detailed suggestions for these and other programs may be secured from the NEA for a small fee. Schools interested in forming a Future Teacher Club should write to the National Education Association, 1201 Sixteenth St., N. W., Washington, D. C.

1. Thomas V. Williams, "Some Contributing Factors to the Retention of Members in High School Clubs." Master's thesis, University of Michigan, 1938.

The purpose of education in this era and in this country is to teach unfolding mentalities to think, to explore the realm of possibilities, to reason and correctly evaluate the importance of current events. Education is no longer regarded as the goal of youth. Smug satisfaction at having passed scholastic tests and obtained a diploma does not indicate a parking place on the road to usefulness. Education is not an end, but a means to an end.—*The Salt Lake Tribune*.

## The Place of Athletics in the High School

(Continued from page 399)

flourish that highly specialized competition has been afforded, the results have been eminently satisfactory. Intra-mural programs should allow for the participation of all who care to play. The sports chosen should be modified to meet the needs and the abilities of the group. Groups, of course, should be organized homogeneously; most of the sports indulged in should be those that can be carried on years after school days are over. If all schools could use the same or similar systems of intra-mural sports, then compete in them inter-scholastically on the same basis more in the spirit of play-day than warfare, then the evils that now crop out so frequently in scholastic competition should disappear. Such a program is more in accord with the objectives of education than the incongruous one we now have.

Of course, if the mob spirit that results in the destruction of property, in the injury and death of one's fellow citizens, and in the hysteria that motivates the undirected, emotionalized attitude is the one society desires, then perhaps the school spirit engendered in institutions that think only of winning is the proper one. If, on the other hand, America puts its stamp of approval upon the thoughtful, self-respecting, law-abiding person, then the nation will want its schools to breed considerate ladies and gentlemen. True school spirit is not senselessly emotionalized athletic spirit that has for its glowing example the athlete whose only asset is his finely-coordinated body. The only desirable school spirit is the well-rounded one, deeply rooted in pride for an institution that consciously and firmly stands for the enduring objectives of a democratic society. Such spirit comes only when the leadership is right and all facilities of the school are pointed toward the realization of desirable goals.

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## Stunts and Program Material

MARY M. BAIR, Department Editor

### MAY CALENDAR

May is so very full of special days and special occasions that there will be no difficulty in finding more than enough material for programs in it.

To begin with, there are the holidays, like May Day. May Day has all sorts of possibilities for programs and festivals, if only because of its long and colorful history.

Your program should certainly be built around the theme of flowers, for May Day has always been a flower festival. The holiday goes back as far as the ancient Egyptians. In Rome the people dedicated the holiday to Flora, the goddess of flowers, and held flower processions in her honor.

And of course, everyone knows of the medieval English May Day programs. Many school groups have found it interesting to hold English May Day festivals, appointing a queen of the May and her court, holding the folk dances around the maypole, using the music of medieval times.

There is no reason why the many May Day customs should not be used for an interesting class room program. Of course, it is hardly practicable to prepare and hang may-baskets in accord with our American custom, although a little humor might be added to your afternoon if students prepared and hung maybaskets in the classroom, with messages to and about their teachers.

The English May Day customs might very well be worked out in miniature for the classroom. The traditional maypole with its streamers should not be hard to prepare. Dolls could be used for the queen of the May and her attendants. The ceremony of crowning the May queen, the dances, songs, recitations of May poems by students—all might be used for an interesting classroom program.

For other programs, you will find the huge literature of May Day both interesting and valuable. Any volume on folk customs will give you much fine material to work on. Many stories and essays have been written on May Day, which might very well be presented for discussion by study groups. Nathaniel Hawthorne's *The May-pole of Merry Mount* is one of these. Leigh Hunt's essay on May Day is another. Then there are collections of plays for May Day and poems for May

Day and speeches for May Day. The day is so rich in beautiful tradition and in literature that it makes the perfect opportunity for festivity.

May fifth is the date often set for the celebration of Arbor Day. Of course, the day varies from state to state, depending on the climate. But the occasion is an excellent one for programs of all sorts.

Arbor Day was first observed in Nebraska, in 1872. J. Sterling Morton originated the custom, and in his home state Arbor Day is always observed on April 22, Morton's birthday.

The second Sunday in May has been set apart in this country for the celebration of Mother's Day. Miss Anna Jarvis of Philadelphia conceived the idea of this holiday in 1907, and the city of Philadelphia began to observe the day in 1908. The idea became very popular, and on May 9, 1914, President Wilson issued a proclamation stating that thereafter the second Sunday in May should be observed as Mother's Day. The custom gained great favor in the years following, and now it is religiously observed throughout the country.

The eighteenth of May is yet another holiday which offers excellent program possibilities. The date marks the opening in 1889 of the first Hague Peace Conference, called by Nicholas II, Czar of Russia, to establish a Permanent Court of Arbitration. The day, which is known as Peace Day, is not celebrated as widely as it deserves, which makes it a fine chance for you to do something a little unusual.

There are dozens of societies working for world peace. They will be more than glad to send you all the literature you need to work out a hundred programs. Plays, pageants, poems, speeches—such Peace Day material is both easy to get and very effective. Some of your students might be especially interested in working out papers, essays or dramatizations concerning the possibilities for peace of the Pan-American Union. If you can get a microphone and amplifier for use in your school auditorium, you might work out a pseudo-radio program for presentation of Peace Day.

In connection with Peace Day, it is interesting to note that Florence Nightingale, the great English nurse, was born on the twelfth of May. You might be able to work her birthday and the peace

celebration together into an effective program. And here's something else that should fit into the program: the American Red Cross was founded on May 21, 1881, with Clara Barton as president.

Memorial Day comes on the thirtieth of May, and with it yet another set of traditions, songs, music, poems. The Memorial Day services are so well known and so well regulated nowadays, that it is scarcely worth while to repeat them. You might be interested to know, however, that Walt Whitman's birthday falls on the thirty-first of May. The two occasions, coming together as they do, should form the basis of a beautiful memorial program. Memorial Day was first originated as a remembrance of the Civil War dead. Whitman's work as nurse, companion, and friend to Civil War soldiers is not so well known as to be stale; and there are many very effective stories about the poet and his war experiences which could be dramatized, eulogized, or simply narrated.

So we come to the May birthdays. Scientists occupy an outstanding position in May. Leonardo da Vinci, who may be included in the May list because he died on May 2, 1519, was one of the most remarkable scientists in the world's history. An entire program could be formed about da Vinci's remarkable exploits, one of the most outstanding of which was his invention or near-invention of the heavier-than-air ship. Audubon, whom we have mentioned before, was certainly no small scientific figure. Then we have Thomas Henry Huxley, the English biologist, whose birthday is on the fourth; Justus von Liebig, German agricultural chemist, who was born on the twelfth; the great Albert Einstein, German-Swiss physicist, who was born on the fourteenth; the Russian bacteriologist, Ilya Metchnikoff, whose date is the fifteenth of May; Edward Jenner, English discoverer of vaccination, born on the seventeenth; Linnaeus (or Carl von Linne,) Swedish botanist who was born on the twenty-fourth; and finally, Jean Louis Rodolphe Agassiz, the great American naturalist, who was born on the twenty-eighth of the month. This list of outstanding scientists needs little or no interpretation; it would be almost possible to trace the course of science from the Renaissance down to 1938 in a program concerning only those scientists born during the month of May.

And why not a program on the history of aviation, including those historical anniversaries of flying which are commemorated during May? To begin with, we have Leonardo da Vinci. Then, May 9 is the day when Richard Evelyn Byrd, one of the truly great northern fliers, first flew over the North Pole in 1926. On May 15, 1918, the first regular air mail service in the world was in-

augurated by the American government. And last, we have the anniversary of what is probably the greatest flying feat of modern times, Lindbergh's non-stop flight from New York to Paris, which took place on May 21, 1927. Here is certainly a fine chance for exhibits of air-plane models and pictures, for speeches and dramatic sketches and readings.

Or, if you prefer to give your program a broader scope, you might make it a program in honor of explorers and include Robert Peary's crossing of the North Pole, which took place on May 6, and the accomplishments of Hernando de Soto, the Spanish explorer of the American continent, whose death occurred on May 21.

The following anniversary notes on writers, artists and great historical characters will offer even a wider variety in the choice of suitable themes for programs planned for May.

Robert Browning is always good for a program. He was born on May 7; and since his centenary took place in 1912, you'll be able to find plenty of memorial material on Browning by checking through your reference books for the year 1912. The most effective way to honor Browning, however, is to read and study his own very colorful works.

Sir James Matthew Barrie, the Scottish dramatist and novelist, was born on May 9; Joseph Addison, English essayist, on May 1; Dante Gabriel Rossetti, poet, painter, founder of the Pre-Raphaelites, on May 12; Alphonse Daudet, French novelist, on May 13; Alexander Pope, English poet, on May 21; Ralph Waldo Emerson, American essayist, on May 25; Alexander Rushkin, one of the greatest of Russian poets, on May 26; Thomas More, the Irish poet, on May 28; and Walt Whitman on May 31.

Among the artists, we find George Innes, English landscape artist, commemorated on May 1; da Vinci on May 2; Audubon on May 4; Hokusai, the Japanese painter, on May 10; Albrecht Durer on May 21; and Alessandro Botticelli on May 17.

The historical dates which should be remembered for May are three: the eighth of the month, for on that day Joan of Arc raised the siege of Orleans; the ninth, for that is the day of William Bradford, the Puritan statesman of early colonial times; and the twenty-fourth, which is the birthday of Queen Victoria and England's Empire Day.

#### FINDING THAT JOB

Since the end of school is drawing near, soon students will be looking for jobs—or, perhaps, "positions." A program showing a number of interviews—both the right kind and the wrong, suc-

cessful and unsuccessful—could provide both good entertainment and very valuable knowledge.

The program would consist, of course, of a number of interviews between students and employers. Perhaps some of the students (those who are going on to college, or who have not finished high school) would want only summer positions. Such work might range from that of delivery boy for a Kansas City grocery to that of bell-hop in a Grand Canyon hotel. Perhaps some of them would be anxious to get funds to pay part of their expenses at college next fall; others would simply want to spend a summer at some resort. Still other students would want permanent work for any number of reasons.

Employers might be of almost any type; in order to make the program more interesting however, they should not be especially anxious to give away that work.

Most of your entertainment, and most of the possible value of your program, though, will come from the portrayal of the different types of student. There might be the enthusiastic soul, who may or may not have anything but enthusiasm to recommend him. Then there could be the overly confident person, who is going to take the world by storm. (Perhaps he was voted "most likely to succeed" by the class.) And you might include the sincere, hardworking student, and the smart-aleck, and the careless person, and the lazy one.

If you work the skit out well, paying especial attention to the effect that each student has on the employer, you'll be able to demonstrate very clearly just what sort of person finds that job!

#### INTRODUCTION TO ARBOR DAY

Arbor Day is one of the few holidays that looks to the future, not to the past. Many schools and communities celebrate the day by planting memorial trees, to keep green the memory of some particular individual. Or Bird Day is made of permanent value to the community through the building of bird-houses.

There are many ways in which you can, by platform programs, provide a better understanding of Arbor Day, and a stronger feeling for it. For instance, Arbor Day is an occasion which can be identified state pride, because it can be tied up so closely with the trees indigenous to your native state. The literature of trees is an extensive one, which should provide you with all sorts of material for indoor programs. A study and presentation of tree-planting and tree care might well prove interesting.

If you want to add human interest to your Arbor Day program, have your students look up the

life of Johnny Appleseed, who was so closely identified with the planting of trees in this country. Johnny's work might very easily be made into a short dramatic skit, if you have any people who are clever at dramatization. The easiest way to work out such a skit would be to have Johnny interviewed by some of your students.

Another excellent possibility for program adaptation on Arbor Day is the life of John James Audubon, the celebrated naturalist and artist. If you have any of the Audubon prints, or a copy of the *Birds of America*, you can certainly make a very colorful and interesting display. Or perhaps some of your students are especially interested in drawing bird-life. Arbor Day is often joined with Bird Day, and celebrated on the fourth of May, Audubon's birthday.

So, with a platform presentation of the scientific and poetic sides of birds and trees, with a dramatic presentation of Audubon and Johnny Appleseed, and with displays of bird and tree drawings, you should be able to give a very creditable introduction to Arbor Day in your school.

#### SKIT FOR MOTHER'S DAY

Mother's day is essentially an indoor holiday. Consequently, you will want to plan your programs for the indoors. Almost any anthology of poetry will give you a great many mother poems; and there are several books in which you will find nothing but material for Mother's Day.

Music for the occasion runs from the oldest of mother songs, the *Ave Maria*, through a great assortment of folk tunes on down to some of the latest popular melodies. Mother pictures for displays are many and varied. Perhaps the most outstanding single picture—and one which should certainly be exhibited—is the celebrated Whistler's *Mother*.

All of these things make up attractive frills for a Mother's Day program. For the principal act of the day, you might improvise a short dramatic sketch.

A great many schools hold Mother's Day dinners; the custom is common enough to be fairly well known. Perhaps your school is having one this year. If so, so much the better.

Your skit will concern the preparations for the Mother's Day dinner. All the students are gathered on the stage around a long table to discuss invitations, menus and programs. Following are a few suggestions which they may or may not adopt for their dinner. You will want, in working out the sketch, to include as many personalities and as much local color as you can. And perhaps you will want to invite the mothers in to see just

how a Mother's Day dinner can be planned.

As regards invitations, there might be several suggestions, one of which could be worked out along this line: Every other day in the year Mother calls us to dinner; now we're calling her to dinner. And then there would be the question of whether or not to use illustrations on the menus, and if they are used, who is to make them?

For favors and decorations, the obvious suggestion would be carnations and the many mother pictures mentioned before. And here is an idea that some miniature camera fiend might advance: why not take candid camera pictures of each of the mothers and use them for place cards?

Then comes the inevitable question of after-dinner entertainment. Of course, any number of things may be discussed, but the possibilities finally narrow down to toasts.

The discussion finally evolves several toasts written along these lines: "We Americans are embarrassed when we try to speak of things we feel deeply. We are most embarrassed when we try to express the depth of our affections for our mothers. I should be uncomfortable, and so should you, if I tried to say now what I feel. And so I say simply: here's to my mother, and yours!"

' . . . Happy he  
with such a mother! faith in womankind  
beats with his blood, and trust in all things  
high  
comes easy to him; and tho' he trip and fall,  
he shall not blind his soul with clay.'  
Here's to our mothers!"

Very likely the students in your sketch will have to look through several English books to find appropriate Mother's Day sentiments like the one quoted above. But perhaps they want something less emotional and more amusing. So they work out another toast: "Sometimes mothers don't get much credit. They have the washing to do, and socks to mend, and dinners to cook. They haven't much time to spend in reading books to improve themselves, or in listening to concerts, or even in doing a great deal of church work. And so a lot of people—sometimes including their own children—don't always appreciate them enough. But here's to them, because . . .

I think that saving a little child  
and bringing him to his own  
is a darned sight better business  
than loafing around the throne."

They will find plenty of ideas for toasts in the incredible amount of material that has been written about mothers. For instance, there is an idea in these verses which might be worked into quite a good toast:

"Oh, when a mother meets on high  
The babe she lost in infancy,  
Hath she not then for pains and fears,  
The day of woe, the watchful night,  
For all her sorrows, all her tears,  
An over-payment of delight?"

Of course, some literal-minded individual might object that all the offspring present, with perhaps one or two exceptions, are very much alive and so quite unlikely to give their mothers that "over-payment of delight" mentioned in the poem. He should be over-ruled on the grounds that the idea of the toast is not to wait so long before giving her payment.

And here's a quotation from Coleridge which they might uncover and consider:

"A mother is a mother still,  
the holiest thing alive."

Finally, here is a Cowper quotation which might be worked into the script: "Strive still to be a man before your mother."

Having decided on their toasts, the students could have the class orator practise one or two of them—with gestures.

#### PEACE DAY RADIO SKETCH

You do not need a fully equipped radio station to use radio sketches with great effectiveness. Such sketches as the following can be broadcast from the stage of your auditorium, or from the platform of your classroom, with no more formidable equipment than an ordinary public address system. And by the way, such work as this—if it is carefully done—can teach students a great deal about regular radio technique.

In connection with Peace Day, you should remember that the easiest kind of radio script to write and produce is a dramatization of some late news on peace. Present the program just as if it were going on the air. Included here is a short sample of radio script, with staging suggestions set in parentheses, so that you can have some idea of how to work out your show.

(This script is part of a news broadcast done some months ago over station KFKU. The radio script is not memorized, but is simply read into the microphone. The actors are ready, waiting for time to go on the air. The program director keeps an eye on his watch, then at the proper time signals to the announcer by pointing directly at him.)

ANNOUNCER: You are tuned to station (*choose your own call letters*) which brings at this time your regular dramatization of the week's headlines . . .

**VOICE: SPOTLIGHTING THE NEWS!**

ANNOUNCER: . . . presented each week by a group of players under the direction of (*insert name.*) This week we take you half-way around the world to Pago-Pago . . .

(*Incidental music up and fade.*)

NARRATOR: Another tragedy of the air! The new Pan-American flying boat, the Samoan Clipper, under the command of veteran Captain Edwin Musick, took off from Pago-Pago en route to Auckland, New Zealand, at 5:30 Samoan time, last Tuesday morning. Thirty minutes later came message . . .

VOICE (*monotonous, uninflected*): Samoan Clipper to Pago-Pago. Samoan Clipper to Pago-Pago. Oil leak has developed in one of our motors. We have set propeller brakes on that motor and are returning to Pago-Pago. That is all.

NARRATOR: No more was heard from the Clipper until 8:27 . . .

VOCES Samoan Clipper to Pago-Pago. Samoan Clipper to Pago-Pago. Now leaving Apia Harbor. We are dumping excess gasoline before returning to base. That is all.

NARRATOR: And no more was heard from the great flying boat. But on Wednesday the report came in that an oil slick had been discovered twelve miles from Pago-Pago, and that a navy launch was recovering wreckage. With the report came this grim statement . . .

VOICE: Identification satisfactory.

NARRATOR: Later reports indicated that the ship had burst into flames while the crew was dumping its load of gasoline from wings tanks. Captain Musick and his crew of six, who died together in their ship, were exonerated from all blame in the tragedy.

(*Music up, five seconds.*)

And that may give you some idea of the radio news broadcast script. The music indicated is ordinarily recorded, and may be left out. If you don't want to use music, the sound of a typewriter may be used to separate one incident from the next. Using such script form, and substituting peace news for the regular headlines, you should be able to work out an interesting program.

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## Buried Treasure

BEULAH JO WICKARD

*Activities Director, Junior High Schools  
Oklahoma City, Oklahoma*

A play for use in the induction of new members into the Honor Society.

Scene: An island—tropical in appearance with trees in background—and a palm tree—the kind that may be borrowed from its native tropical environment—a drug store.

A pirate carrying a lantern steps softly—cautiously on the dark stage from the wings. There is a sound of wind. He lifts lantern—peers off to right. Another pirate crawls from behind a huge rock at upper left of stage.

BLACK POISON: Hist! Go softly. We must not be discovered. Saw ye the ship which dropped anchor in the cove a short while ere the sunset? She is a great ship. Me thinks it can be no less a rover than Captain Kidd or Billy Bones. He brings treasure perhaps. And it may be that the golden key we won in the fight off Algiers will open his treasure chest. What think ye, Snake Face?

SNAKE FACE: 'Tis plain as the nose on your face, and zounds—but that is plain enough. The ship bears treasure. The captain means to bury it on this lonely island. He little suspects there are castaways here. Fortune smiles on us, Poison. We shall watch where the treasure is buried. When the ship sets sail we shall dig up the chest. And the next freighter which comes by from Zanzibar or Timbuctoo—we shall hail and buy our passage to Morocco. We shall return to live with men—to be kings of the world!

BLACK POISON: Yea. And now, pipe down ere our throats be cut. I shall hold fast to the key. When all are gone—we shall mark the spot, and tomorrow the treasure will be ours. Hist! Lay low, and keep sharp eyes and sharper eas, Snake Face. They come.

(*The two hide behind bushes and boulders at back of stage.*)

(*The ship's crew sings off stage—*)

Twenty-one points for the honor chest,  
Yo ho and the pirate life!  
We search for treasure—none but the best  
And never draw cutlass or knife!  
And never draw cutlass or knife!  
YO! HO! YO! HO! FOR THE PIRATE  
LIFE!

(*Enter a pirate captain, cutlass between teeth—dagger in belt. He brandishes the cutlass.*)

CAPTAIN: This way and have a care o' the

chest. There—let her drop anchor. And now the treasure has found a safe port. On all the high seas—there's not a stronger chest nor a more beautiful.

CAPTAIN: Avast—and ye with the treasure cart—hoise her carefully past the rocks. *Black Poison and Davy Jones if ye spill one precious pearl or a Ring of Gold!*

(*Two pirates lay the chest down with utmost care. The cart is halted.*)

CAPTAIN BILLY BONES: Safe here! Kidd had no better crew than mine. And may I walk the plank if I don't reward ye. Every man may place in the chest one of the treasures. Avast—hear me—let the first who bears gold tell to the crew from whence it came and its worth. And he who places in the chest the first diamond—let him speak of the mountains of strong character where it was mined. We must never forget what we bury this night locked in the treasure chest. Black Bill, you are as great a pirate as ever carried a cutlass—you begin. And all—lend an ear to his words.

BLACK BILL: "The Diamonds of Scholarship." (*Student gives his own speech.*)

CAPTAIN BILLY BONES: The diamonds of scholarship sparkle brightly and are rare jewels but they would not be worth so much to the Honor Ship if with them were not the Rubies of Cooperation. Bluebeard, tell us of those royal Rubies.

BLUEBEARD: "Rubies." (*Student gives his own speech.*)

CAPTAIN BILLY BONES: In the far-off Caribbean and the Bahama Channel we have won the Pearls of Courtesy. Theirs is not a flashing brilliance but a luster that never grows dim. Steel Cutlass, bring on the Pearls of Courtesy.

STEEL CUTLASS: "Pearls of Courtesy." (*Student gives his own speech.*)

CAPTAIN BILLY BONES: True blue are the topazes of punctuality. John Silver, tell how we went a-pirating to win them.

JOHN SILVER: "Topazes of Punctuality." (*Student gives his own speech.*)

CAPTAIN BILLY BONES: No buccaneer can brave the Spanish Main without the Opals of Loyalty. Flint, you are a loyal pirate. What say you of the Opals?

FLINT: "Opals of Loyalty." (*Student gives his own speech.*)

CAPTAIN BILLY BONES: But of all jewels the hardest to find are the Emeralds of True Leadership. I have searched for them on the stormiest seas and I have found few. Yet we prize them for their beauty and their rarity. Black Roger, say a word of them if you will.

BLACK ROGER: "Emeralds of True Leadership."

(*Student gives his own speech.*)

CAPTAIN BILLY BONES: Pieces of eight—pieces of eight—pure gold from the argosies of India and the galleons of Spain. The gold of character that never dims. Forward, Dirk, with praise for the gold which you bear to the chest.

DIRK: "Gold of Character." (*Student gives his own speech.*)

CAPTAIN BILLY BONES: Well spoken—my hearties—and now, Peg Leg, the drafter of the treasure chart will give you directions for the burial and the finding of the chest. Clear the deck for old Peg Leg!

(*Shouts of "Hear! Hear! Peg Leg!" Peg Leg with a black patch over left eye hobbles to front bearing map.*)

PEG LEG: (*Reads directions for burial and finding of treasure.*)

CAPTAIN BILLY BONES: Avast—a song and a horn pipe for the richest treasure from Gibraltar to Algiers. Make merry, Pirates, lift a song to the topsail of the sky above us—

(*Song-Dance—All save the dancers gather in groups of threes and fives at the rear of stage. Snake Face peers out from time to time. Poison peers out from the shelter of his rock. There comes a sound of whirring.*)

RED DAGGER: The island is haunted! (*Looks up.*) A pirate bird—To the honor ship! Run for your lives. No cutlass will avail!

(*Loud whirring—a great crash. A shriek from the pirates as they disappear toward the shore to the left—leaving the treasure chest locked—the map on top. Snake Eye sneaks from hiding place—tries key in lock.*)

SNAKE EYE: Davy Jones take my soul. It is too small—too small!

BLACK POISON: You are sure it is the right key? (*Snake Face fumbles at the lock again—shakes his head.*)

SNAKE FACE: Shiver my bones if we won't break it—smash it.

(*They pound unsuccessfully.*)

SNAKE FACE: It's no use.

BLACK POISON: There are smaller rocks than these boulders down by the shore. We will break the chest into bits. The treasure is ours. The first ship that comes by we can bribe to take us on. We shall be millionaires—the richest pirates in the world.

(*The two hurry off left.*)

(*Enter Mickey and Marjorie in aviation togs.*)

MARJORIE: (*off stage—loudly*) Ooooooooooo—I feel shaken to pieces. Think of an airplane so impolite as to crash on a desert island. And I suppose there are cannibals and snakes here. Mickey, I believe you like it. I suppose you hope the pilot

won't get the plane patched up. I guess though, we were lucky not to get broken into eight pieces.

(Enter Mickey—cautiously. He spies a gold piece; kneels—whistles—jumps up—bites it.)

MICKEY: Hey! Hey! Speaking of eight pieces. Here are pieces of eight. Hmmmm! No one has spilled his toy bank here. (He scratches his head.)

(Marjorie comes in trying to look all ways at once.)

MARJORIE: Snakes, Mickey?

MICKEY: No. PIRATES! LOOK! (He drops coin. Both stoop to pick it up. As they rise they see the chest. They look at each other speechless. Then Mickey holds out his arm.)

MICKEY: Pinch me, Marjorie, I've gone to sleep.

MARJORIE: (in awed tone) Mickey—is—is that a chest—a treasure chest?

MICKEY: (Takes her hand.) Come on. Let's touch it. I'm afraid the jolt has gone to our heads.

(They advance—touch the chest. Mickey yells—WHOOPEE! TREASURE! AND A MAP! BUT THE CHEST IS LOCKED!

MARJORIE: It belongs to someone, Mickey. We must have frightened them away. We ought to find them—but—but—

MICKEY: (Hands map to Marjorie) See what you can make of this. Looks like a crossword puzzle to me. (Reads a little of map's directions.) Then—I'll go scouting for the owner of this chest. You won't be afraid, will you, Marjorie?

MARJORIE: (Climbing on chest.) No—I'll stand by the chest—unless—I see a snake.

(Mickey laughs—runs off stage—colliding with Captain Billy Bones. The Captain springs up—drawing cutlass—)

MICKEY: Please—Mr.—Mr.—put that thing down. Is this your treasure? You shouldn't leave it around like this. Something might happen to it.

CAPTAIN: Who are you?

MICKEY: I'm from Taft Junior High School, Oklahoma City, and the lady guarding your treasure is from Taft. Our plane crashed out here. (Looks at the pirate hard.) Say. If you don't look for all the world like the pictures of Captain Kidd!

CAPTAIN BILLY BONES: He was a friend of mine—a great fighter. Young man, you have to be willing to battle to gain treasure such as that within the chest. I couldn't forsake it.

MICKEY: Why—of course not. And if you want to bury it we will go away.

CAPTAIN: No, I am curious. Here, take this key and try the lock—

MICKEY: Sure (Takes the key—opens lock—swings back lid, and sees jewels.)

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MARJORIE: (Eyes big.) OOOOOGH!

MICKEY: Wheeee! They blind me.

CAPTAIN: The key in your hands opens the lock. It is proof that you are worthy to possess the treasure.

MICKEY: But anybody can turn a key—

CAPTAIN: Not this key. For it is magic. Only he who is worthy may ever turn the key to the chest which holds the treasure of the Honor Ship. It is yours.

MICKEY: Not ours? You don't mean—ours? The treasure is—please, Mr. Captain, would you mind saying that again?

CAPTAIN: I, Billy Bones, this day I give to you, and your companion the treasure of the Honor Ship to cherish forever.

MICKEY: Well—well—I guess this calls for a speech of acceptance. But—gosh—nothing like this ever happened to me before—what shall I say, Marjorie? (The two confer in whispers for a moment. Then Mickey walks up to the captain.)

MICKEY: The two of us couldn't ever use all the treasure, sir, but there are students back at Taft Junior High School who would cherish it and keep the jewels bright and shining. Will you give it to Taft?

(The pirates have been creeping on the stage.)  
CAPTAIN BILLY BONES: To Taft it shall be given.

(*Marjorie and Mickey rush up and shake his hands—both of them.*)

CAPTAIN BILLY BONES: Hail—buccaneers. No need to bury our jewels. They are in safe keeping. Nine hundred loyal hearts will guard them. Hark! What is this?

(*Red Dagger and Black Bill push in the two sullen-faced castaways.*)

MICKEY: It certainly looks as though your police department had made an arrest, Captain.

RED DAGGER: (Threatening Poison with his dagger.) Castaways, Captain. We found them looting the ship. Said they were hunting for a pick—to break open the treasure chest—I'll be bound. Such villainy merits death. What say you, Billy Bones?

CAPTAIN BILLY BONES: Hold them. And in a little while they shall go free. They can do no harm. The Honor Ship sails tonight, and with us—we shall carry these children to the coast of their own country, and the treasure with them.

BLACK ROGER: Pirates all. Our captain is wise. It is not good to bury treasure. Thieves may dig it up. (*At this point he glances fiercely at the castaways and the pirates prod them with their dagger hilts.*) It is better to give it to worthy hearts. Our captain has made a noble decision—worthy of a mighty rover. Hail, Billy Bones!

CAPTAIN: Ye are a loyal crew. And now, Red Dagger, count ye the gold that these children may know how great is the treasure we place in their keeping.

(*Red Dagger seats himself by the chest and counts in a monotonous tone—one—two—three—and four—and five—and six—etc.*)

(CURTAIN)

(*Marjorie and Mickey step to center front as the curtains close.*)

MICKEY: Well, here we are, Taft, and here is the chest of the Honor Ship—safe and sound.

MARJORIE: And we're going to divide the treasure among you—who are the new members of Taft's Honor Society. Because it really belongs to you. You help me call them to the stage, Mickey.

MICKEY: O. K. Ladies—and Gentlemen—Here we go—to announce the new crew of Taft's Honor Ship. And as we call your names, my shipmates—will you come to the stage and form a semi-circle around the treasure chest? All set, Marjorie?

MARJORIE: All set.

(*The two announce names of new members—who come to the stage and form semi-circle about the Honor Chest. When all have assembled—the two announcers cry—"To the Crew" and lead in*

*the applause. The song leader leads the audience in the school song.*)

Education does not consist in mastering languages, but is found in that moral training which extends beyond the schoolroom to the playground and the street, and which teaches that a meaner thing can be done than to fail in recitation.—Chadbourne.

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## A Dramatization of Local History

VIOLA CASTON FLOYD

*Chesterfield Elementary School,  
Lancaster, South Carolina*

In a recent unit of work carried on by a group of seventh grade pupils in the Chesterfield School of Lancaster, South Carolina, a dramatization grew out of a study of local stories of interest. Stories of well-known historical incidents were first discussed. Then the pupils began to bring to class bits of local history. Someone finally suggested that the class dramatize some of the more interesting scenes.

Pupils worked in groups. The best plays were combined to form the final script. The dramatization was then presented in an assembly program. A mimeographed copy of the play was given to each parent present. Every member of the entire class of forty-two participated in some way in the dramatization. Some took part in the play while others served on committees. One girl particularly enjoyed being the make-up artist. Music was furnished by the pupils led by a guitar player of the class whose talent had hitherto been unknown. Following its presentation the play was published in the Lancaster school paper.

MY MISTAKE, BOSS  
(*In Uncle Dan's Store*)

UNCLE DAN: (*Uncle Dan is waiting on a customer*) Yas suh! I got some taters dat'll suit cha I bet.

MR. SMITH: Let me see 'em Uncle Dan.

UNCLE DAN: Don't dem dar taters look delicious?

MR. SMITH: Gimme a peck of 'em.

UNCLE DAN: Let me see dat'll be thirty cents and now to draw it down. (*Draws a picture of potatoes and holds up for audience to see.*)

MR. SMITH: Uncle Dan, how do you keep your books from getting mixed up?

UNCLE DAN: I just keep 'em in such a way, I guess.

MR. SMITH: I'll settle my bills soon. I'll go call the boys now and have some music. (*Mr. Smith goes out.*)

AUNT DINAH: (*Coming in*) I got git some groceries for Miss White to eat. Dis hyar is whut her wants, a ham and a sack of flour and a bag o' salt and a bag o' corn mean, and a bag of taters.

UNCLE DAN: Hey, lady, is you gonner git dis whole store and take ober to Miss White?

AUNT DINAH: Well dats all any way. She pays for it so whut cha worrin 'bout darky.

UNCLE DAN: (*Filling Dinah's order*) Dinah, dis'll last 'em a month or two, won't it?

Hyar 'tis and git out'er hyar fore you think of some more to be et.

(*Mr. Smith, negro boys come in.*)

MR. SMITH: Here the boys are.

BILL: Let's sing right now.

JOHNNY: Yah, let's start boys.

MR. SMITH: Go to it.

UNCLE DAN: Not so loud Ise got ter get dis bill fixed. (*One boy plays guitar.*)

(They play and sing four or five songs including "Carry Me Back to Ole Virginny" and "Ain't Gwin Study War No Mo.")

MR. JONES: (*Coming into store*) Uncle Dan, I want a sack of flour, a bag of salt, a plow stock, a—

UNCLE DAN: Not so fast, please.

MR. JONES: Are you ready?

UNCLE DAN: Ready now.

MR. JONES: I want a grindstone, four horseshoes and that'll be all I think.

UNCLE DAN: Here dey are, Mr. Jones.

MR. JONES: I'll be ready to settle up my bill soon's I sell my cotton, Dan.

UNCLE DAN: Dat's all right, Boss.

MR. BOND: (*Coming into the store*) Hello everybody. How are you getting along, Uncle Dan? How's business? Well I sold a bale of cotton and got a little money so I can pay you, Uncle Dan. How much do I owe you? Here's my page. Man, you sure are some artist. There's the pictures, now figure it up.

UNCLE DAN: Now let's me see. You bought three bags of flour, two bags of sugar, rice, meal, and a cheese. Dat'll be exactly seven dollars and forty cents.

MR. BOND: I didn't buy a cheese. I know I didn't, because my wife doesn't like cheese so I never buy any.

UNCLE DAN: Well, I shore drawed a cheese down here. You see dat's de way I keep my books I draws a picther of everything I sell. Ise got a

cheese drawed hyar. I show drawed cheese down hyar.

MR. BOND: Look at it closely Uncle Dan, are you sure that's what it is?

UNCLE DAN: It show looks lak a cheese to me.

MR. BOND: Dan, you must have made a mistake on that.

UNCLE DAN: But I got a cheese I tell you.

MR. BOND: But my family hasn't had a cheese this year.

UNCLE DAN: Marse Tom, hits under yo name cause you found hit yourself.

MR. BOND: I'm not going to pay for it so you just as well mark it out.

UNCLE DAN: You will pay fer hit too fer you bought it.

MR. BOND: I'm sure I didn't buy it for I told you my family doesn't like cheese.

UNCLE DAN: (*As Mr. Bond is leaving, Uncle Dan's face brightens up.*) Hey, come back Marse Tom! I know what dat is! Dat's de grindstone and I done forgot to draw de hole in it. My Mistake, Boss.

(CURTAIN)

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## Parties for the Season

MARY HELEN GREEN, *Department Editor*

### LET'S GO FISHING

It is generally conceded that if there is a right-of-way among the classes in the month of May, it is given to the seniors. By this time it is hoped that the senior play is over, and that the banquet is soon to be history. The auditorium may then be available for practices for class day, baccalaureate, and commencement.

In addition to this program of indoor activity there is often the annual sneak day. This, if pre-arranged under the guidance of class sponsors, may result in a desirable and educational tour to a city not too far distant.

But, there are others in the school who do not have as many fish to fry as seniors do. They are ready to bait their hook, cast their line, and hope for a big catch. In May it may mean a mother and daughter banquet, an outdoor picnic or a fishing party indoors.

Even though Henry Van Dyke considers fishing "an affair of luck," party planners dare not depend too much on it. If they do, their guests may feel like fish out of water.

The invitations which are made to resemble fish contain this rhyme:

The hooks are baited,  
The fish will bite;  
Come join the party  
This (Friday) night.

(Time) (Place)

Guests who come without their fishing license will be requested by the fish warden to obtain one before they will be permitted to become members of the Izaak Walton League. On the back of the license will be space for the written record of fish caught during the first game. Articles or pictures placed about the room suggest kinds of fish and since letters cannot lie, for once these fish stories should be true. Some items suggested for this game are:

1. Cat—cat fish
2. Sole of shoe—sole
3. Diamond ring—her-ring
4. Cotton picker with "L" on back—pickerel
5. Sword—sword fish
6. Aeroplane—flying fish
7. Highway—pike
8. Bird on limb—perch.

The warden places limitations on the fishing—no more than six fish may be caught and none over a certain designated weight. Fines will be imposed on those who do not meet regulations.

It is the open season for contests. "Finn" and "Haddie" are the representatives of two chosen sides. Contestants try their skill in digging worms and in fishing. Worms (soaked spaghetti) are hidden in strips of paper stuffing or in excelsior, and are removed by hand. Fishing may be any one of the fish games available at stores or it may be the hooking of favors which have been wrapped and tied. Loops of ribbon should extend far enough to insure the fisherman's success.

To further test the angler's ability, here are some fishing terms to be guessed:

1. Part of the football scrimmage—tackle
2. Sixteen and a half feet—rod
3. Necessary to a laundress—line
4. A lively dance—reel
5. An allurement—bait
6. A term used in geometry and a crawling animal—angle-worm
7. Often used in outdoor parades—float
8. Mentally sound—seine.

A pantomime based on Frederic E. Weatherby's poem \*"The Usual Way" furnishes an entertaining and suitable program number for a fishing party. The characters include a boy, a girl, the preacher and bridesmaids.

What boy would not enjoy telling his biggest fish story and what girl would swallow it hook, line and sinker?

Sharks in the school of fish should be rewarded with prizes pertaining to the theme—toy fish, fisherman's equipment, gold fish, guppies or a warden's regulations.

Fish food—salmon or tuna salad served with lemon butter sandwiches or paper-thin wafers, a drink and snappers (ginger snaps) furnish sufficient bait for fishermen. A table covering made from net with corks used at intervals for weights gives a bit of atmosphere.

After refreshments, a floating prize may float from person to person while the guests are seated in a circle. It has been wrapped and tied again and again in boxes of varying sizes. Each guest in turn unwraps as much as he can while music

is being played. When the music stops the package must be passed to the next person and kept moving around the circle until the music starts again. This continues until there is revealed in its innermost wrapping a "sucker" labelled, "Bait the hook well, the fish will bite."

With this as a climax, the party breaks up. May each guest feel that he has netted a big catch.

\*"The Usual Way" may be found in Werner's Readers 15 or Knowles' "Treasury of Humorous Poetry."

### A GYPSY PARTY IN THE OPEN

MYRTLE JAMISON TRACHSEL

During the spring and summer months when the broad highways stretch invitingly in every direction, there are few who can resist the allure of an evening spent in the open around a gypsy campfire. The guests may be transported in cars, in a large moving van with benches along the sides, or in a truck gaily decorated with red and yellow streamers. Sitting on logs drawn into a semi-circle around the fire, or on pine boughs covered with blankets, the guests will enjoy a rich stew dipped from a huge kettle hung over the fire. Buns and coffee in tin cups may accompany the stew, and doughnuts on a stick may be passed.

The invitations to a gypsy party may be printed in crayon on torn bits of heavy brown paper. Or they may be decorated with a sketch of a gypsy in bright colors. The following verse may be used:

"The gypsy caravan outward bound  
At (six on Friday) will leave this town,  
If you would a-gypsying go  
Be at (place of meeting) or let us know,  
Your desire for color, you need not suppress  
So pattern the gypsy in most of your dress."

Something different in the way of dress inspires informality. It is well to have ready a few dashes of color for those who do not come in full costume—sashes, scarfs and hat bands made of red and yellow cambric, strings of beads, spangled bracelets and large brass curtain rings to be hung over the ears by string and worn as ear rings. These may be placed in separate sacks and tied to a wire or a rope stretched across the room where the guests are to gather. Those in need of more color may be blindfolded and allowed to cut one or more of these down.

Food will be the first consideration upon reaching the ravine. The stew, containing plenty of meat and vegetables, should be prepared at home and reheated. The coffee may be kept hot in thermos jugs, or someone may go on ahead to prepare

the fire and make the coffee. Permission for building a fire must be obtained if the party is given on private property. Arrangements must be made for firewood and plenty of pure drinking water. All sparks must be carefully extinguished before leaving.

Before the food has entirely disappeared an old gypsy crone appears on the scene, claiming to be drawn by the camp fire and the sound of familiar revelry. One of the girls may be quickly transformed by lining her face, covering a tooth with black court plaster, and wearing a head scarf to which wisps of gray hair have been sewed. A shawl may cover her bent figure and a crooked stick will serve as a cane. The gypsy's fortune telling ability may now be tested.

### CROSS MY PALM

As the fire burns down, someone may slip from the circle and quietly drop gold and silver coins about in the grass. The coins are cardboard disks with gold or silver paper pasted to each side. When the fire is built up again the guests search for the coins in couples. While still seated around the fire, the guests count off by saying "gold" and "silver." Both will be of especial interest to the gypsy. The first "gold" becomes the partner of the second "silver," and the first "silver" of the second "gold." The third "gold" pairs with the fourth "silver," and so on. If two boys find themselves partners, so much the better. Partners take their position for the hunt by locking their left arms, which causes them to face in opposite directions. To make it more difficult, they are asked to hunt to music. When the music is loud, they dash frantically about, one running backward. When the music slows, their steps lag. When the music stops, they also must stop. When partners have found two coins—one for each of them, they may return to the fire. Those who fail to keep the tempo are called back without coins, and must later do a stunt. Those who fail to find coins are also expected to entertain the more successful. Together a couple may do a gypsy dance, imitate a duck being chased around the circle by the gypsy's dog, the gypsy's cats having a fight or peacefully purring while washing their faces, a gypsy making a horse trade, or a gypsy baby crying.

### LIGHT FINGERS

The guests count off by saying, "silver" and "gold." The "golds" line up facing the "silvers" for a relay race. Each side passes its coins, one at a time, as rapidly as possible, each player passing it from his left to his right hand before sending it on. When a coin reaches the end of the line, it is immediately started back behind the backs of the players. Here, also, a player must

pass it through both his hands. As the end players must pass both front and back, excellent team work and a bit of patience will be necessary. It will be a case of "haste makes waste" if the referees are alert, for any coin not passed through both of a players hands must be returned to the starting point. The winning team is given both the gold and silver disks and thread and needles are provided to transform them into lockets or wristlets.

#### JACK'S ALIVE

This is an old game but a splendid one for a group gathered about the fire. A small twig with a spark burning brightly on the end is passed rapidly about the circle. The player in whose hand the spark dies must turn his back to the fire, but he is still in the game. Another lighted twig is started. The passing becomes more difficult as more and more players are forced to turn around. The first one who lets the spark die in his hands the second time, may be required to bring more firewood or do some stunt.

#### GYPSY, GYPSY

This is an adaptation of a good circle game that carries a joke. The first player pinches the nose of his neighbor on the left saying, "Gypsy, gypsy, don't you laugh." This person repeats the words and pinches the nose of the person on his left. Someone has rubbed charcoal on his fingers, and as the play continues around the circle, he leaves a smudge on his neighbor's nose when he pinches it. The second time around the circle the cheek is pinched, then the other cheek, the chin and ears unless the victim has realized that he is the cause of the merriment.

#### THE GYPSY DANCE

This is a gay finish for a gay party. Choose partners by fortune couplets—the first line going to the girls, and the rhyming line to their partners. Bounds are established to keep the dancers near the fire. A red or yellow balloon is tied to each girl's left ankle with a string about a yard long. When the music starts the dancers begin to dance, each boy trying to protect his partner's balloon while attempting to break those belonging to other couples. When a balloon is burst the owners must retire to the side lines. These fortune couplets may be used for finding partners for the balloon dance :

- (1) Many changes will come to you,  
Changes of clothes and weather, too.
- (2) Checks, I see, are coming your way,  
A checked dress, a checked suit—I really  
can't say.
- (3) Fame and fortune you will keep in mind  
But both will marry and contentment find.

- (4) You'll both be famous of that I am sure,  
The bright lights of cities will you allure.
- (5) Together or apart, I have a hunch,  
The two of you will lead the bunch.
- (6) Ill luck will attend you if you get in the way  
Of a speeding automobile on a rainy day.
- (7) Contentment, peace and strength for each  
task  
A little bit of love—what more can you ask?
- (8) Why do you worry, why do you fret?  
Persistent persons will get you yet.
- (9) Great big surprises for both of you  
And this is the night I think they are due.
- (10) Loving hearts and faithful friends  
For fortunes tricks will make amends.
- (11) Rich or poor, sad or glad  
You'll bring a blessing to good and bad.

As the fire dies, the gypsies again take the trail.

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#### How We Do It

*(Continued from page 422)*

be amazed at the performance he will give in a short while.

The marionette show offers an excellent opportunity for the self-conscious child who has always had a secret desire to give a public performance. It gives him a chance to express himself through the medium of his marionette. In several cases youngsters who formerly could not be prevailed upon to perform in public took part willingly in a puppet show. After the performance the self-confidence gained was evident.

Washington students have entertained many civic organizations with their marionette shows. They are always anxious to give just "one more" show. Last year we exchanged marionettes with a school in another city. Thus we gave more people an opportunity to take part, and had a greater

---

#### CLASS NIGHT

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variety of acts than we might have had due to a lack of time and finances.

## A Magazine Project

F. T. HAWLEY

Superintendent Otter Lake Public Schools  
Otter Lake, Michigan

We, as educators, are very much concerned with the activities of the pupil. We are always looking for all possible outlets for them in the fields of extra-curricular movements. Seldom do we find that the same amount of interest is displayed on behalf of our faculties. Our faculty club felt that we needed inspiration the year around and proceeded to get it at such a small cost that it seems queer that the idea had not been put into practice earlier.

At a meeting of the faculty, discussion centered around the topic of current procedures and accomplishments in education. There it was realized that one or two magazines could not possibly cover the field. A committee was selected to survey the field of professional magazines in education; this committee became very much enthused when the scope of professional magazines was discovered. A list of the outstanding ones was compiled.

The Board of Education realized the benefits to the teacher and indirectly to the pupils and agreed to match dollar for dollar put in by the members of the faculty. Each faculty member put in two dollars and was allowed to select one magazine in his, or her, particular field, the cost not to exceed two dollars and twenty-five cents. In addition votes on other magazines were allowed each member. Those magazines polling the highest were bought in general. Bids were asked on the entire number of magazines to be obtained, thus getting the maximum number for the amount of money we had.

These magazines are filed each month as they arrive, a check mark indicating those on file. Faculty members check them out on library slips. Each faculty member has access to about twenty professional magazines for a total outlay of two dollars; in a larger system this would mean even more magazines. At the end of the year each member is allowed to take home the magazine subscribed for.

Out of this effort has grown a professional interest among the majority of teachers which has never before been shown. The teachers are not interested in their own field alone, but are also enjoying the diversified work and experiments of other departments. A unified faculty from kindergarten to senior high school has been started. The

place of the particular field of education is realized and a keener desire created among the teachers to assist the boys and girls to become better citizens, a credit to the community as well as the school.

## Assemblies

IRENE ABER

Cammack Junior High School, Huntington, W. Va.

Assembly programs which are an outgrowth of a class, club, or other activity in our school are presented to the student body only after they have been judged worthy. Then they are made a part of our program of socializing and integrating activities of Cammack Junior High School.

Students who have, with or without the aid of a faculty member, worked out a project or experiment along the line of the group's interest, may present to the school's assembly committee, a request for permission to give their program to the entire school. If and when the request (which must be accompanied by a brief outline of the program) is approved by the committee, a date is set on the calendar kept by the director of activities.

Under this plan no one is assigned a date or a type of assembly, no teacher is made responsible for any production, but pupils from their own experiences share with others a program—not prepared for one hour of one day, but which is the result of a planned, meaningful, and successful activity.

Pupils are eager to participate, and it is the aim of those in charge to have every pupil take a part, no matter how humble, in at least one assembly, but not more than three during the year.

Now is the time for the planning of the activity program for next year.

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## Meeting the Challenge of the Times

(Continued from page 396)

and the need to abide by its decisions. This responsibility should be recognized by faculty and students.

There are those who will say, "But we cannot leave serious decisions entirely in the hands of immature boys and girls!" Certainly we cannot. They must be guided, directed, trained, their wise conclusions commended, their mistakes indicated. All student councils must be well sponsored. How can we expect them to learn without a teacher? There must be carefully chosen a wise and sympathetic advisor who is given full time for the job, and who doesn't have to scratch around for odd moments between classes to do this most important type of guidance work. And an understanding principal on call when necessary as a consultant, and always of course with the power of veto, that goes without saying.

A co-operative faculty who will give constructive criticism as to methods and results is also a well nigh indispensable asset. Without this, any sponsor works under a heavy handicap.

If our student officers are to continue to function as leaders after they leave school, they must be nourished on strong meat while we are on hand to note whether their powers of digestion and assimilation are equal to it. And, too, while we stand ready to give first aid when needed. "But," some of you say, and I say it with you, "In many of our large city schools we no longer have the type of pupil we used to have—their I.Q. is lower. They can't seem to reason; to think things through; they haven't the background!" Because this is all, alas, too true, is it not all the more reason why we should devise ways and means and put forth every ounce of strength there is in us to teach democracy to these "ordinary people?"

Says Dr. Harry Emerson Fosdick in "Building a Personality,"

"Primarily, democracy is the conviction that there are extraordinary possibilities in ordinary people and that if we throw wide the doors of opportunity so that all boys and girls can bring out the best that is in them, we will get amazing results from unlikely sources. Shakespeare was the son of a bankrupt butcher and a woman who could not write her name. Beethoven was the son of a consumptive mother, herself daughter of a cook, and a drunken father. Schubert was the son of a peasant father and a mother who had been in domestic service. Faraday, one of the greatest scientific experimenters of all time, was born over a stable, his father an invalid blacksmith and his

mother a common drudge. Such facts as these underlie democracy. That is why, with all its discouraging blunders, WE MUST EVERLASTINGLY BELIEVE IN IT."

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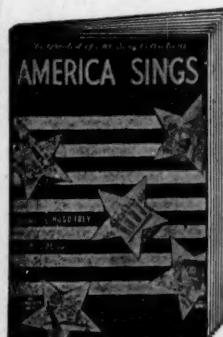
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## Socialization Program in the Chicago Schools

(Continued from page 404)

In the intermediate group the project was introduced by reading Longfellow's poem, "A Psalm of Life." The class discussed why some people have left "footprints on the sand of time," and listed those whom they knew about who had done so. Then they told why those listed were remembered and made a list of their outstanding traits. They added to their first list all those whom they thought possessed traits in their second list. Each pupil prepared data to present to his class when he proposed his hero for the "Hall of Fame." The class mounted pictures of their heroes and prepared suitable bibliographies.

In the advanced group a discussion was held in each class about the men whom the boys termed "successful" and why they considered them to be so. This brought out their theory that high financial status or public acclaim were the only criteria of greatness. The discussion then was led to bring out other traits than those already mentioned which might be considered admirable and might lead to personal success, rather than public acclaim. While quite willing to list the traits which they recognized as belonging in this category, the boys seemed not to see anything worthwhile in them. The next step was having each boy select one person about whom to write. Instruction was given in the preparation of an outline from which to work, and the boys were sent to the library, where the librarian helped them to secure the necessary material. When the outlines had been approved, a short biography was written and read to the class, after which informal discussions as to the relative worthiness of the hero's contribution to society developed. Finally, lists of the outstanding character traits recognized and admired by the boys were printed and posted in the "Hall of Fame." The Student Council collected, mounted, and framed pictures of their heroes and hung them outside the library.

The following effects were noted as a result of the hero study:

1. Increased faith in effort, which carries with it a disposition to exert one's self in good causes
2. Developed respect for our political institutions by disproving the statement that "all politicians are crooks"
3. The pupils learned to handle facts and to respect them
4. Taught pupils to understand their fellow-students and to be patient with their frailties
5. Led to a hope for the betterment of the race and inspired pupils to work hard that

this faith might bear fruit

6. Increased appreciation of one's dependence on others and of the need for each one to "do his bit."

A decided improvement has also been made in the attitude of the boys toward the care and neatness of the school building. In a slogan contest sponsored by the Student Council, some of the slogans showed definite evidence of character training developed by this project.

### CONCLUDING REMARKS

A practical interpretation of the socialization program for the Chicago schools as discussed in this article is indicative of the breadth of conception and design essential to an educational program which must meet the needs of our present democracy. A program of socialization which has been narrowly conceived or which has been poorly organized will fail to provide our students with the adaptability, so essential to life in a democracy.

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## School Activities Book Shelf

**OUTDOOR HANDICRAFT FOR BOYS**, by A. Neely Hall. Published by J. B. Lippincott Company, 1938. 289 pages.

With the coming of the season for outdoor leisure and the need for suggestions for something-to-do to make that leisure profitable comes a place for this volume. By means of easily understood text material and a generous number of illustrations this book makes possible a large variety of projects. Either the handicraft club or the lone craftsman will make good use of it. The author has limited his efforts to a presentation of projects that require only inexpensive materials and that can be made with the hand tools found in the average household. Some of the chapter headings are: Outdoor Model Airplanes; A Bicycle Trunk and a Trailer; Your Car for the Soap Box Derby; Camp Craft; Outdoor Fireplaces; and Camera Craft.

**DESIGNS FOR PERSONALITY. BEYOND HIGH SCHOOL.** By Margaret E. Bennett and Harold C. Hand, published by The McGraw-Hill Book Company, Inc., 1938. 222 and 227 pages, respectively.

The first volume of the Bennett-Hand three-book guidance series for senior high school students, *SCHOOL AND LIFE*, was reviewed in "The Book Shelf" of *SCHOOL ACTIVITIES* for February. The present two volumes evidence the same well-planned, definite, and realistic treatment as the first book. Informal and non-preachy, attractively illustrated, and practically applied, they represent not only an objective, but also a fascinating approach to the vital problems of the upper-grade high school students.

The main purposes of *DESIGNS FOR PERSONALITY* are to lead the student (1) to appraise the attitudes and actions of the individuals around him and to appreciate himself as an integral part of this social milieu; (2) to evaluate false and pseudo-scientific systems of personality analysis and to actually engage in sound methods of self-study; (3) to sketch a design for his own personality; (4) to clarify his thinking concerning his own life goals and to plan and work toward these; and (5) to develop a growing life philosophy which will serve as a means of discriminating and continuous self-direction.

As its names suggest, *BEYOND HIGH SCHOOL* is designed to bring the student face-to-face, in a practical problem-solving way, with the major perplexities which he will encounter when his high school days are over. These significant problems concern additional education (college, vocational school, extension courses, and correspondence course,) vocation, leisure time pursuits, homemaking, dynamic citizenship, social activities, and a guiding philosophy of life.

**PERSONAL AND SOCIAL ADJUSTMENT**, by Willis L. Uhl and Francis F. Powers. Published by The Macmillan Company, 1938. 475 pages.

The nature of the content of this book is indicated clearly in its title. It is a book for the guidance of citizens and of future citizens in their pursuit of success according to the American pattern, for the turning of the vision of American youth into a reality. It is stimulating, but more important is the fact that in an interesting way it points out how a person can improve himself, how he can progress step by step toward personal success and make a contribution to the success of groups of which he is a part. While the book has much in common with other good "success" books, it is different in the fact that it is concerned more with the social aspect of adjustment values. In as much as most of our problems, both group and personal, are matters of maladjustment, this book is timely.

**MY VOCATION**, by Eminent Americans; compiled by Earl G. Lockhart. Published by the H. W. Wilson Company, 1938. 334 pages.

The compiler of the material in this book selected twenty-five outstanding Americans in each of twenty-five callings. He then requested the people of each group to select the most important man or woman in their calling. The eminent Americans thus chosen are the authors of this book.

This book is inspirational and informational—excellent reading. Because of the limited space the treatment given the various callings is necessarily general, but it offers an excellent beginning for the study of vocations.

## Comedy Cues

From a pupil's composition: "I had an ample teacher last term. He taught us to do three things. First, how to write briefs and then to exaggerate them; second, how to subtract substances from novels, and last, how to interrupt poetry.—*El Padre.*



### A TRUE DEMOCRAT

The newly appointed superintendent of the asylum was strolling round the grounds, when one of the patients exclaimed: "We all like you better than the last man, sir."

"Thank you," said the superintendent, pleasantly, "and why?"

"Well," replied the lunatic, "you seem to be more like one of us."



### THEY DID

Teacher: "Johnnie, how did they discover iron ore?"

Johnnie: "I heard father say they smelt it."



### NOT HIS WORK

Teddy, a kindergarten pupil, brought home his first report card. His mother, upon looking at the card said, "This isn't very good, Teddy." With that Teddy burst forth into hilarious laughter and said, "The joke is on you, mother, I didn't make out that card; the teacher did."—*Clay County muter.*



"See here, why didn't you tell me that horse was lame before I bought him from you?"

"Well, suh, the feller that sold him to me didn't say nothin' about it, so I just thought it was a secret."—*Selected.*



### THROUGH WITH ALL THAT

A high school girl, seated next to a famous astronomer at a dinner party, struck up a conversation with him by asking, "What do you do in life?"

He explained, "I study astronomy."

"Dear me," said the girl, "I finished astronomy last year."

### Also, TO GET AWAY

Judge: "You are charged with running over this man, and also speeding."

Chauffeur: "Yes, your honor, I was hurrying to get over him!"—*Yonker's Statesman.*



### YOU TELL HIM, OLLIE

"Why is a pancak elike the sun?"

"Dot's easy," answered the Swede. "It rises out of der yeast, and sets behind der vest."—*The Balance Sheet.*



### SETTLING IT

A company of village amateurs produced "Hamlet." The following account of the play appeared in the local newspaper:

"Last night the elite of our town gathered to witness a performance of 'Hamlet.' There was considerable discussion as to whether the play was written by Shakespeare or Bacon. All doubt can now be set at rest. Let their graves be opened. The one who turned over last night is the author."—*Journal of Education.*



### DETERMINED

"Are you sure," an anxious patient once asked a physician, "are you sure that I shall recover? I have heard that doctors sometimes give wrong diagnoses and have treated patients for pneumonia who later died of typhoid fever."

"You have been woefully misinformed," replied the medico, indignantly. "If I treat a man for pneumonia, he dies of pneumonia."



### ARITHMETICALLY SOUND

Hard-Boiled Little Girl: "Gimme one ticket and make it snappy."

Ticket Clerk: "But, honey, there are two of you. How about the other little girl with you?"

H. B. L. G.: "Aw, ain't we half-sisters? Add dat up."



### SIMPLE PROCESS

Visitor (in editorial rooms)—What do you use that blue pencil for?

Editor—Well, to make a long story short, it's to—er—make a long story short.—*Michigan Education Journal.*

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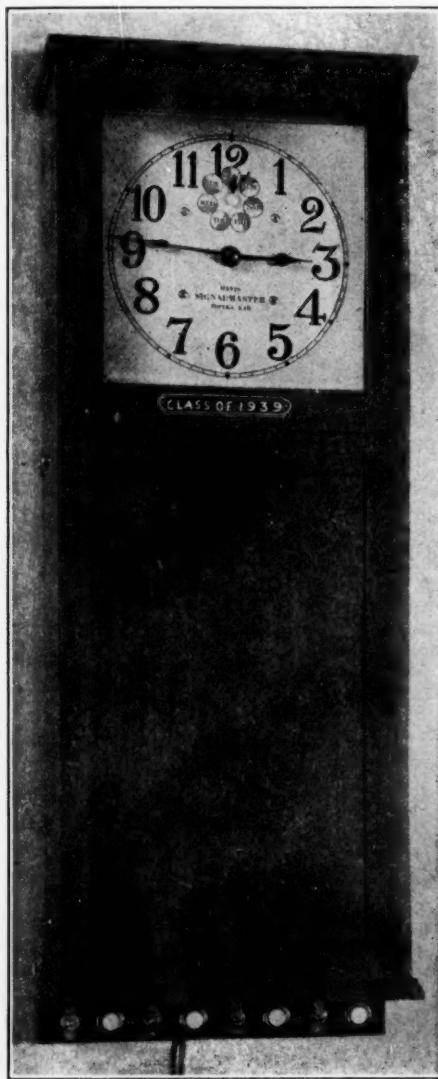
Because of the complex interrelation of the various extra-curricular activities and interests, many of the articles listed here might properly have been classified under a number of headings. To have listed items more than once would have been confusing, and so they have been placed arbitrarily according to the arrangement that seems most logical. Cross references have not been made, because they would be too numerous for space available and too involved for convenient use.

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